

The Clearing House

A journal for modern junior and senior high schools

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NOVEMBER 1939

No. 3

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Our preferred length for articles is 1,000 to

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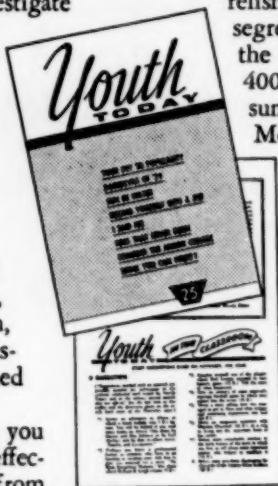
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THE CLEARING HOUSE

A journal for modern junior and senior high schools

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The Case of EDWARD FINCHLEY

By EMMA L. PATTERSON

I AM ONE of the few people who know what really happened to Edward Finchley. For reasons that will soon be clear it was kept a secret from the other children in the junior high school and even from most of the teachers. Yet sometimes I wonder if it should not be broadcast from the housetops, if every board of education, every school administrator and teacher should not hear of it and realize what can happen when a system cracks down too hard upon an individual pupil.

I knew Edward rather well. He liked to sit in the school library. Sometimes he would read, but more often he would gaze into space. As librarian, I felt it my duty to break him of this day dreaming. I plied him with books on a variety of topics, but only one thing interested him—cowboys. He read and reread all our books on the subject.

EDITOR'S NOTE: *The author writes: "This story is based upon an actual situation which occurred in a certain school system not long ago. It brings out in terms of human emotions one of the great problems of modern education. Exact circumstances and names are, of course, fictitious." Miss Patterson, whose first-hand knowledge of the case is thorough, is at present librarian in the Peekskill, New York, Public Schools.*

"When a system cracks down too hard upon a pupil—"

One day I mentioned this situation to our principal, Mr. Knox.

"Oh, don't trouble yourself over Finchley!" he exclaimed. "If he wants to dream, let him dream. It isn't as though he could do any better with his time, poor kid. When it comes to his school work, he's a total loss. He can never pass his grade."

True to Mr. Knox's prediction Edward was left in the seventh grade at the end of the year. Several of his classmates remained with him, and he seemed contented. The next year, however, Edward alone was left to repeat the grade for the second time. I was moved to protest to Mr. Knox.

"Of course he's stupid," I conceded, "but what possible good can another year in that class do the boy?"

"None," the principal agreed, "but I'm helpless in the matter. There's a school rule, you know, that to get into eighth grade a child must pass finals in spelling and geography. Edward could never pass them, of course."

"But couldn't some sort of exception be made in his case?" I suggested.

Mr. Knox stood in thought for some time, his lean dark face clouded.

"Perhaps," he said at last. "It's worth a try anyhow."

So he appealed to the superintendent, Mr. Mason, who decided that the circumstances did not justify any exception being

made. He argued, quite logically, that the rule had been laid down in the first place to exclude just such people as Edward Finchley from the secondary-school classes, where they would only be a drag on the rest of the group. If the boy had shown unusual ability along any line whatever, he said, he might agree to the promotion, but it was entirely evident that young Finchley just was not of high-school calibre. He pointed out that the school system could not be run for the unfit.

And so Edward's third year in seventh grade wore on. He came to the library more frequently than ever, not so much to read as because here and here only could he still mingle on an equal footing with his former classmates. Here he could enjoy the companionship of boys his own age and pretend for a few moments that he was a ninth grader. This is only my interpretation of his actions; he never confided in me or, to the best of my knowledge, in anyone.

June examinations brought Edward renewed hope. So complete was his ignorance that he actually thought it possible that he might pass his grade. Final marks were always posted in the library. Edward made frequent trips to the bulletin board.

"No luck yet?" I asked him casually as he passed me on one occasion.

"No," he replied with a shy smile.

"Think you made it this time?"

He paused. "Well, I never did any better," he confessed with well-assumed modesty.

And then his marks appeared—geography 56%, spelling 34%. He looked long at them and then walked out of the door. I called to him, but he did not seem to hear me.

Later that day Mr. Knox strolled in.

"Has Finchley seen his marks yet?" he asked.

"Yes."

"How did he take it?"

"His mind may be weak," I said bitterly, "but it's still in control of his emotions."

The principal looked relieved. "Well, I

don't know. Sometimes I think all this upsets us a lot more than it does him," he remarked. "His mind is probably on his vacation. I'll bet he doesn't give the matter a thought all summer."

Although I knew that these words were intended chiefly to sooth my own harrowed feelings, I allowed them to take effect. Edward Finchley and his troubles passed out of my mind for two months.

The following fall on the first day of school I was in the senior-high-school building trying to trace some lost supplies when I saw Edward coming toward me down the hall. He looked much older and, so far as a fresh-complexioned young face can, haggard. I was startled and stared at him rather rudely as we approached each other, but he did not look at me. He seemed to be avoiding my eye.

Opposite him, I turned. "Well, Edward," I said casually, "what brings you to the senior high—an errand?"

Even after this point-blank greeting the boy took a couple more steps on his way before he turned and faced me.

"I guess you think I'm Edward Finchley," he said quietly. "I look so much like him everybody gets us mixed up."

"But you are—"

"No ma'am. I'm his cousin Bill from out West."

"His cousin!"

I have never been more utterly confounded than I was at that moment. Here was a lad who, my reason told me, was very well known to me. The blunt features, the fair hair, above all the earnest frown could belong to no one else. And yet such was the assurance and sincerity of his manner that I was moved to doubt my own eyes.

"Yes ma'am, I'm coming here to school this winter," he went on in explanation. "I'm on my way now to see Mr. Winchell about entering."

He would have gone on, but I stammered out, "Listen, Edward—uh—Bill. Let's go over and see Mr. Knox. He's principal

of the junior high. He knows your cousin Edward so well I'm sure he'd like to see a chap that looks so much like him."

The boy tried to draw away. "I think Mr. Winchell is waiting for me," he protested.

"Oh, I'll fix it up with him," I said, and led him down the hall.

In the junior-high-school building half a block away Mr. Knox rose from his swivel chair as we entered his office.

He greeted me with a smiling good morning and as he noticed the boy, added, "And Edward! Well, Edward, you've begun the year in good company."

"I'm not Edward Finchley," the lad asserted calmly, "I'm his cousin from the West. My name is Bill."

Mr. Knox stared at him in amazement. Then he turned an inquiring glance upon me.

"That's what he told me," I explained. "That's why I brought him over. He was just about to register in the senior high."

"Well!" exclaimed Mr. Knox rather inadequately. "Well! Let's sit down." He looked at the boy thoughtfully. "Now Edward, we both know perfectly well who you are," he began at length. His tone was kindly but it carried an impression of sternness. "You must stop this pretence at once. If it is a joke, you have carried it too far."

"It's no joke!"

The sincere indignation in the boy's denial startled Mr. Knox into a puzzled silence.

I picked up the discussion. "So you're Bill Finchley? Suppose you tell us something about yourself. You come from the West? What part?"

"A ranch in Montana." The reply was prompt, even eager.

"Yes? What's the nearest town?"

"Miles City. We go in for the big rodeos every fall." Young Finchley leaned forward in his chair, his face animated. "I ride the bucking broncs. Last year I roped a steer."

Mr. Knox broke in upon this spirited story. "You went to school last winter?"

"Yes, sir."

"What grade were you in?"

"First-year high. I'll be a soph this year."

"What subjects did you study?"

The boy's eyes fell. All his eager enthusiasm vanished. "I studied—uh—I studied spelling and—uh—no, not spelling. It's all different out West, Mr. Knox. The subjects are. But they told me I could be a soph this year."

"That's the whole thing, isn't it? You want to be a sophomore this year."

"Yes, sir. I've got to be. That's where I belong."

"But you *are* Edward Finchley."

Mr. Knox's dark, compelling eyes searched the boy's face.

"No, sir," he began, weary but patient. "It's like I told you—"

The principal pressed a buzzer on his desk. A girl stepped in at the door.

"Get in touch with Edward Finchley's mother at once, please," Mr. Knox ordered, "and ask her if she can come directly over to my office."

As the door closed, Edward crumpled forward in his chair sobbing hoarsely. In an instant the principal was at the boy's side with an arm across his shoulders.

"It's all right, Edward. I understand," he said gently. "You couldn't stand the seventh grade again, could you? Well, we'll see what we can do. Don't you worry about it now. Pull yourself together before your mother gets here."

But once having broken, the boy could not regain control of himself. At length he was sent into an anteroom.

Mr. Knox slumped into his chair and leaned his arms on the desk.

"The poor kid!" he muttered. "The poor kid. I didn't know he hated it like that!"

"When will he be old enough to leave school?" I inquired.

"Not for two years yet," was the hopeless reply. "The law won't let him stop, and

the school won't let him go. So the lad is stalled."

When Mrs. Finchley arrived, nervous and out of breath, I arose to leave, but Mr. Knox introduced us and asked me to stay.

"Is my boy in trouble?" the mother demanded, looking from one of us to the other.

"Just a little," admitted Mr. Knox. "We thought we'd better talk it over with you. Won't you take a chair?"

Mrs. Finchley sat creasing little folds in her gingham skirt, her eyes fixed apprehensively on Mr. Knox.

"The whole thing is this," he explained. "The boy tried to masquerade as his cousin Bill from the West."

Mrs. Finchley showed no surprise. "He's been doing that all summer," she said. "A good deal of the time he thinks he is this other boy. I don't know what to do with him." Her lips trembled.

"What got him started in this idea?" I asked.

"It was last spring when he didn't get promoted. He said he'd never come back. He said he *couldn't*. The class he was in are sophomores now and he's still in the seventh grade. Oh, I know he's dumb, but couldn't you let him go over to high school? He wouldn't ask to even go into a classroom if you'd just let him be in the halls over there. That isn't much to ask, is it?"

Tears rolled down her face as she directed her appeal first to Mr. Knox and then to me.

"Well, I'm afraid that would hardly do," said Mr. Knox reluctantly, "but perhaps we can work out something else." He sat a moment in thought. "I can make him my official messenger boy," he suggested. "That is a post of responsibility. He will be here in the office or running errands most of the time. Do you think that would appeal to him, Mrs. Finchley?"

"Well, I don't know," she replied. "He's got his heart set on the senior high school."

"We'll send for him and find out," Mr. Knox decided.

The boy returned with a countenance once more calm.

"Edward, how would you like to be my personal messenger boy?" asked Mr. Knox brightly.

"My name is Bill," said the lad stolidly.

"Good God!" breathed the principal.

"Edward, don't talk like that," begged his mother brokenly, "You know it isn't so. How can you stand and say that right in front of your own mother?"

"Listen, young man, if you're not Edward Finchley, where is he?" demanded Mr. Knox in a hardened voice.

The boy looked confusedly from one speaker to the other, appearing not to understand what they said.

"Edward Finchley," cried his mother, "you know perfectly well you haven't even got a cousin in the West!"

Suddenly I could endure no more.

"Stop!" I cried, springing from my chair.

"Can't you see you're torturing him? He has found a way to escape from that Edward Finchley who was so unhappy and so unsuccessful, and we keep trying to drive him back. His mind found that life unendurable, yet we try to force him to endure it. It's cruel! It's dangerous! We may wreck his brain entirely."

My voice broke and I sat down abruptly, trying to brush the tears from my face.

Mr. Knox drew a deep breath. "You're right," he said quietly. "Take the boy home, Mrs. Finchley. Take him home and be kind to him. We'll send for him in a day or so."

Edward suffered himself to be led away.

A week later Mr. Knox walked into the library. I knew by the drawn set look on his face that he had serious news.

"Edward will never be back in school," he said. "He's been committed to the Arrowhead Asylum."

I looked out of the window and tried to

swallow the pressing lump in my throat.

"The county analyst examined him the other day," he continued. "He says a complete change of environment may possibly bring him around after a while, but it's doubtful."

Mr. Knox was looking out of the window too, and the line of his jaw was rigid.

"Well, it isn't as though a really promising life had been ruined," I offered soothingly. "The boy was hopelessly stupid."

"Edward was a good boy," said Mr. Knox fiercely. "He was worth as much as half of these smarties. He had a right to a normal self-respecting life."

"Well, but there was nothing *we* could—"

"Don't say it!" begged the principal. "You know it's our fault. We brought him to this with all our school rules and tests and grades and promotions. We're morally responsible."

I found myself contending, "But we must have standards and organization. As Mr. Mason says, we can't run a school system for the sake of the unfit."

"If we can't, we shouldn't make them stay in the system," snapped Mr. Knox. "We trap them and then torture them. If they were animals, we'd be jailed."

We stood silent, for a long time. Then Mr. Knox turned slowly toward the door.

"We'd be jailed," he repeated softly.



Recently They Said:

Glittering Democracy?

Glittering generalities echoed and re-echoed through the stately halls of Columbia University as the Congress for Education in Democracy got under way. And for three days little else was heard. Tribute was paid to democracy in phrases elegantly turned with convincing sincerity—but one waited in vain for any relief from the cool detachment that marked the sessions. Actualities, specific problems, concrete proposals were left untouched.—Editorial in *The New York Teacher*.

The "Democracy" Conventioneers

A (teacher) friend of mine was on her way home from a convention recently. She was weary and somewhat "fed up".

"If anyone says the word 'Democracy' in my presence any time soon, she's a doomed individual," she muttered. Her voice was louder than she realized.

"Words!"—"Platitudes!"—"Meaningless phrases!"—came the echoes from the group. "For four days that's what we've listened to." "Hooey," forcefully chimed in a less polished but equally convinced conventioneer. A more daring individual propounded a question: "Isn't the public-school system of the United States giving more lip service to the principle of democracy—from its legally-provided, routine flag

ceremony to its annual commencement program—and doing less about adopting these principles than any institution we know?" The discussion then almost became a riot!—WILFRED A. LAWSON in *Peabody Journal of Education*.

"What a Life"

"What a Life" has in Vaughn Glaser, a holdover from the Broadway cast, a gloriously gloomy characterization of a high school principal. Deliberate as fate, orotund, the absolute dictator of his jigging world, gimlet-eyed and stone-faced, a combination president, supreme court and congress of his cosmos, and feeling the weight, Mr. Glaser hammers the character home. Miss Field is nice. So is Jackie Cooper. But Mr. Glaser endureth forever. One glance, one word from him, and you are returned to the totalitarianism of school discipline no matter how many years ago your stretch ended.—ARCHER WINSTEN in *The New York Post*.

"Safety" Flurry

Safety education is the current catch phrase of every parent, pedagogue, and policeman in the country. Like any other abstraction it means nothing to many and anything to the rest of us. Our own experiences and that painful process called thinking are both necessary to make comprehension of the term possible.—T. J. LANCASTER in *Illinois Teacher*.

So you're going to start to work on

Public RELATIONS!

By
ALVIN C. BUSSE

THE FOLLOWING notice appeared in the columns of the *New York Herald-Tribune* for Sunday, November 27, 1938:

"WORM TURNERS REVOLT—Join taxpayers association assembling Westchester County Center, White Plains, 8 o'clock Monday night, November 28th, to protest 22% increase Westchester County budget. Be there! Let them know the worm has turned. Taxpayers League of Larchmont and Mamaroneck. Telephone Larchmont 2162."

When public indignation over increased taxes reaches the stage of mass meetings, the public school together with all other local tax-supported ventures is in for critical examination under the lens of a hostile microscope. And how well your school fares under that critical examination depends on how well your school has been insulated with a continuing public-relations program.



EDITOR'S NOTE: *Advice on the organization and methods of public-relations work in a school system is offered in this article. While the author mentions a "department" with a "head", his suggestions are just as usable in a small school system where the work is done by a faculty member in spare time, as they are in a large system with a publicity organization. The author quotes two bits of advice from Ivy Lee, famous and successful public-relations counsel. While these two suggestions should be followed religiously in educational publicity work, readers might take with a grain of salt their actual application in many other fields of public-relations activities. Mr. Busse is director of public occasions and associate professor of public speaking at New York University.*

Certainly when danger looms even the most short-sighted of school administrators will begin thinking about public relations. The far-sighted will think of public-relations work before danger looms, and will translate their thinking into action if they can lay their hands on a practical guide for such work.

It is for the sake of this latter group that I propose in this article briefly (1) to define public relations, and (2) to indicate why schools should engage in public-relations work actively, in order that I may (3) make suggestions and advance cautions which should be observed by the school engaging in a well-rounded program of public-relations work.

It is the job of a public-relations department to *make factual interpretation of your institution to a concerned citizenry in a manner to gain and maintain such public regard as your institution rightly deserves*. Just to clear the air, let's examine that definition more closely:

PUBLIC RELATIONS IS	—and thus has nothing to
FACTUAL INTERPRETATION	do with duping the public
OF YOUR INSTITUTION	—which means anything in
	it from mice to men
TO A CONCERNED CITI-	—which means every mem-
ZENRY	ber of the community
	whether in the school or
	out of it
IN A MANNER TO GAIN	—which means simply that
AND MAINTAIN SUCH	public relations will ask
PUBLIC REGARD AS YOUR	your public for the full
INSTITUTION RIGHTLY	measure of the regard you
DESERVES.	have a right to expect for
	an institution doing the
	job you are doing in the
	manner you are doing it
	now—that and nothing
	more.

On the basis of that definition let's an-

swer the question: "Why should the public schools engage actively in public-relations work?"

Speaking in general terms, in our democracy all powers of government are voluntarily granted by the citizen. He is supreme and permits a central state merely because he wants the advantages of its conveniences and protection. But, he reserves the right to grant more power, to withdraw power, or to restate the conditions of governmental power.

And how does he do these things? By exercise of a vocal leadership which remains actively vocal until it attracts to itself a sufficiently large majority to enact public opinion into legislation. But he must not stop there. For if he does, as in the case of national prohibition, the minority may by ceaseless effort catch up with and overtake the original majority, and the law is changed according to the wishes of the new majority. In the case of municipal government, these shiftings of majorities may result in changes of ordinances or shifting of emphasis in the budget.

To summarize the whole matter with a simple illustration in the field of municipal government, which is our chief concern in this article: If the city's budget is ordered increased or decreased by the majority opinion, where are the increases or reductions to be made? Proportionately over all departments?

Yes, if none has done an effective public-relations job. But if, for example, the police department alone has done a good public-relations job, the greatest increases will go there or the least reduction will occur there. The work of the other departments will be accepted on faith—blind faith.

That is democracy. And the democratic manner of gaining and maintaining a favorable public opinion for the public schools is a game which the public-school administrator must learn to play if he wishes to keep his school insulated against the pressures of opposing groups.

So you are going to start a Public-Relations Department!

Then there are some considerations we ought to discuss.

Policy is the first of these. What is your policy going to be? If public-relations work is to be effective your policy cannot be the two-faced one of "kidding the public" to accept your school's virtues the while it skilfully conceals the vices. As Ivy Lee put it:¹ "Publicity must not be regarded as a bandage to cover up a sore and enable you to get along pretty well with the real trouble still there. Publicity must, if your trouble is to be cured, be considered as an antiseptic which will cleanse the very source of the trouble and reveal it to the doctor, which is the public."

Honesty is the only policy that permits use of public-relations work without the likelihood of harm, for (to quote again from Ivy Lee, a pioneer of this kind of work in the United States)—"No one should attempt to adopt publicity or make use of it for his benefit unless he is prepared to take all the consequences (for) publicity is a weapon that cuts two ways and unless a man is willing to tell everything openly, he had better not monkey with publicity."

On this score, then, your policy is to be one of: *all cards on the table, with teachers, students, employees, parents, the press and the community.*

Now, who is to head the department? One of the teachers of English? Well, not unless that teacher has four things: (1) abundant time, (2) a nose for news, (3) journalistic experience and, above all, (4) the diplomacy of a statesman. The person you select to head the public-relations department should be someone you would like to make your shadow, in the sense that he is "big" enough to carry all your burdens in confidence; a person with enough insight to advise in doctoring the sore spots in your organization. A small "potato"

¹ Publicity, an address to the Presidents of Electric Railway Associations in Convention, 1916.

won't do as the head of the public-relations department.

We'll say you have your man. Now, what? Now announce that you *have* a department of public relations. Announce it to the press and to the faculty. Timid? Then you have plenty of company,

I was amused to read in Belmont Farley's monograph² that only a small percentage of superintendents—20 out of 160—reporting to him on public-relations work admitted to having mention of their public-relations work entered even on the minutes of the board meetings!

Such a timid-soul attitude is rooted in sheer ignorance of the cooperative effort of public-relations offices in the printing of an ordinary newspaper. I recently analyzed the news stories in a typical daily newspaper to discover, but not to my surprise, that ninety-one news items out of a total of one hundred forty-two news stories originated in public-relations offices. These news stories were rewritten, of course, by each paper which used them: (1) to make the style conform to the newspaper's style and (2) to reduce the story in length to the value placed upon it by the city editor.

The plain truth is that no typical American daily could go to press with adequate news coverage tomorrow morning if it were not for the cooperation given by the various public-relations organizations. So, why should a superintendent of so important an institution as the public school be timid in announcing the inauguration of his department? Such an announcement to the press would seldom constitute the basis for a news story in a newspaper, anyway. Advanced as professional information, it would be treated as professional information.

So, you are not going to be a timid soul about making announcement of your department to the local press.

² *Interpreting the Secondary School to the Public*, by Belmont Farley, Bulletin No. 17, U. S. Department of the Interior, Office of Education, 1932.

And there is another side to the job of announcement: the side constituted by your staff of teachers, and employees. These should not only **KNOW** that you have such a department but they should be *schooled in its use*. In a small system this can be done through meetings. But in a large system you will need to work up and distribute either a handbook of instructions or a series of letters of instructions.

Whether you do the job of educating by meetings or printed materials, or both, by all means tell them first what public relations is and why the school has determined to engage actively in such work. Then, because publicity constitutes an important part of public-relations work, teach them that—

1. News stories should be written considerably in advance of their date of publication. In the case of Sunday stories most city editors will require all except "spot" news³ to be in their hands by Wednesday of the week before; in the case of weekday stories, the news release should be in their hands the day before publication.

2. News releases are considered as confidential information by the press until publication. Publication as of a certain date is accomplished by the device of a "release date" plainly marked on the release. This date is held sacred by the press and only by accident is a release date ever broken. Typical use of a release date is the following: "FOR RELEASE AFTER 5:00 P.M. WEDNESDAY, JUNE 4." Or, if the release is not for general distribution to the press but, for example, is in the form of a signed article by one of your staff, for use by one newspaper only, it may be released to that newspaper as: "RELEASE AT WILL" and thus permits the paper to use the material, if it wishes to use the material, whenever space warrants.

3. None but skilled journalists should

³ Spot news stories are such news stories as deaths—their publication cannot be postponed; but the publication of an administrator's report might be released at will by the publicity office.

determine what material should go into the writing of a news release. Your staff should provide facts and let the publicity office write the story in acceptable journalistic form. Opinion is not acceptable for use in writing news stories, unless as a quotation from a responsible officer. In any event, such opinion as the following should never be offered in a news release since it is not fact and is highly offensive to reputable journalists: "The Lincoln School will have a better year this year than ever before."

4. The publicity office should decide when, all facts considered, a news story should be released. A wise publicity man will not try to make his stories compete with earthquakes, murders, etc., but will seek the advantage of lulls in "hot-spot" news.

5. No blame is to be attached to the efforts of a publicity office if a news release is treated skimpily or not used at all. The city editor of a paper is the best and final judge of the value of a release in comparison with competing items of public interest. And no publicity man worth his salt will violate newspaper ethics to make a personal appeal to a city editor for inclusion of stories, *in spite* of their intrinsic worth as news.

6. No staff member should attempt on his own initiative to determine what is news; that is the job of the publicity man. I recall a great educational conference which involved some of America's best known educators; the reports of their deliberations were not accepted as front-page news. But the informal, summary remarks of a humble faculty member (dragged from him against his will because he thought his contribution unimportant) made the local front pages and was picked up by the news services as having international significance.

7. Ordinary children doing ordinary things in a routine way do not constitute acceptable material for news stories. It takes the unusual, out-of-routine things to con-

stitute news material. For that reason, a good public-relations department *will create occasions and activities which will produce news as a by-product*. For example, your school's twenty-fifth anniversary, to be celebrated by a fitting program; or the results of student interviews with local business men in which they seek answers to some such question as: "What quality do you want most in your employees?" Again: total hours of graduate work being done by your staff; reports of speeches by your staff to local and neighboring organizations; philosophical prefaces to annual reports by administrators and department heads (which may constitute excellent material for news stories as well as editorial comment); vitalized commencements; surveys of alumni activities (a good NYA research project); results of questionnaires to parents on matters of factual school information; announcements of the administration on new techniques and why they are employed; report of the speech of a janitor who addressed your assembly on "Good Manners".

So much for the job of educating your staff of teachers and employees.

There are some things you may want to say to your public-relations head, too:

1. Avoid publicity stunts. They will irritate the press and make your legitimate stories suspect. By a publicity stunt I mean such a one as having the lion of a visiting circus (totally unrelated to school work) brought to the school assembly as a part of a lecture on, let us say, "Be kind to animals".

2. Keep careful files of your copies of all publicity releases. They may serve to appease some member of the community, faculty, or school board who, reading a story in the paper, will blame your publicity office for misstatements. Even libel suits may be avoided by a careful file of news releases.

There is certainly one thing that your public-relations man should tell you: Don't

get panicky when a "bad story" breaks. Don't try to suppress it. No citizen expects the millennium to be found in school when it doesn't exist outside of school. To seek actively to suppress a bad story is to make the press even more eager to print it, and to give the inquiring press even more material to add to the bad story. Better to let a bad story live one day in print than to try to suppress it and find its life is prolonged to several days in print. Remember this: for the same reason that your school is not "made" by the printing of *one good* story about it, it is not *unmade* by *one bad* story about it.

May I suggest to you an activity of the public-relations man which it not ordinarily considered good? If you want a continuous source of good material for news releases, it is to be found in speeches which your staff may be induced to make to meet the continuing demands of various community organizations.

It is not an overstatement to say that the average public-school teacher would rather be shot at than "have to make a speech". Two reasons have been advanced to me when I have made the suggestion: (1) "I haven't anything to say," and (2) "I wouldn't know how to say it, if I did have something to say."

So a good public-relations man might reasonably teach your staff, first, that the secret of something to say consists of putting "clean shirts on old truths" and, second, that the way to say it is "as listeners like it".⁴

And listeners like speeches to (1) begin with a startling statement that puts ears on them; (2) answer the listeners' question,

⁴*Public Speaking as Listeners Like It*, by Richard C. Borden. New York: Harper and Brothers.

Propaganda Study

Those teachers who see the importance of training students to cope with propaganda in modern society disagree as to the proper technique, whether to try to stress critical thought throughout the

"Why bring that up?"; (3) make the body of the speech a parade of "reasons why", each supported by concrete illustrations; and (4) an action-answer to the listeners' question "So what do you want me to do about it?"

Such an activity as this would serve to bring teachers into active participation in the community as speakers, with publicity as a by-product. (Particularly when the publicity man has an opportunity to make phraseological suggestions in manuscript form.) It would serve to make them better teachers in the classroom as well.

I want to suggest one final public-relations activity. This one has to do with educating the student on the place of education in the scheme of things so that this student, later grown to adulthood and the status of a taxpayer, will not then need to be educated as an "old dog" into supporting the school system actively. Such a job can best be done in homerooms in the junior high school, or in courses in the senior high school. Motivation can best be provided the students through the "device of challenge". Let the whole school program be stated negatively in the form of taxpayer challenges and with those, taken up one at a time, as the starting point, let the class work out answers, as best it can, to the complaints of the citizens.

Since most parents know about a school only what the children tell them, you will, by this device, educate the parent at the same time that you educate the pupil.

So you are going to initiate a department of public relations! Then organize it soundly and work it actively and you stand your best chance of insulating your school system against the dangerous attacks of minority or competing groups.



curriculum, or to concentrate on courses in propaganda analysis. To my mind, such a dualism is false, since critical thinking throughout the curriculum is complementary to, not antithetical to, specialized training in the techniques of public opinion.—WILLIAM VAN TIL in *Social Education*.

FEDERAL AID:

Planned to assist the less fortunate states, it will bring national benefits

By
M. M. CHAMBERS

WE ARE all familiar in a general way with the work of the Civilian Conservation Corps and the National Youth Administration. We also know of the activities of some of the older governmental bureaus concerned directly with the welfare of youth, such as the United States Office of Education, the Children's Bureau in the Department of Labor, and the United States Public Health Service. Instead of discussing these, let us address ourselves to the question of the relation of the national government to the support of public education.

For a long time Congress has annually appropriated considerable sums to aid the states in maintaining specified types of vocational education. Federal aid is also given for higher education and extension education under the auspices of the land-grant colleges, of which each state has at least one.

A very live question now is: Should Congress appropriate money to aid the states in supporting general elementary and secondary education? Before we go into this question let us take a long calm look at two important features of the national scene today. How is our youth population distributed over the country, and how is the tax-paying ability to support public education distributed among the states?



EDITOR'S NOTE: *This article discusses the present status of the Federal Aid to Education bill, and the reasons behind the growing need for some such program. Mr. Chambers is a member of the staff of the American Youth Commission of the American Council on Education, 744 Jackson Place, Washington, D.C.*

Where Are the Youth? You may be surprised to know that in South Carolina there are twice as many youth of school age for each adult person in the population as there are in southern California. In other words, from the standpoint of the ratio of the youth population to the adult population, South Carolina has twice as heavy a burden in providing for its young people as has southern California. This is rather an extreme comparison, but lesser disparities are very widespread.¹ In general the rural areas in every state have larger proportions of youthful population than do the town and city areas.

Now it also happens that some of these same rural southeastern states are lowest among all the states in tax-paying ability. Thus the poorest states, as though to double their misfortune, also have the largest proportions of youth for whom educational opportunities must be provided.

Is this of any concern to us who live in other, more fortunate states? It requires no genius to see that the answer is yes. For many of the disadvantaged youth of the South will migrate to northern cities and spend their adult lives with us. If they are to become citizens of our states, it is of great importance to us that they shall have a fair chance to obtain a good education before they leave their native states. It is said with much truth that a large part of the crime, the delinquency, and the other shortcomings of the Negro population of the northeastern cities is due to the weak-

¹ See Edwards, Newton, *Equal Educational Opportunity for Youth: A National Responsibility*. Washington, D.C.: American Council on Education, 1939. 189 pages, \$2.

ness of the Negro school systems in the southern states from which those Negroes or their parents came.

Nowadays our population moves about so easily from one region to another that the condition of public education in any corner of the country is likely to affect directly the civic tone of other places far away. If our state lines were Chinese walls, or if they could be hermetically sealed to prevent the passage of persons or propaganda, then perhaps we in other states could afford to care nothing about the public schools in Mississippi or Alabama. But such is not the case, nor will it be.

Where Are the Taxable Resources? How about the ability of the states to support public education? There was an earlier day when the taxable resources of this country were largely in the form of homes and farms. These forms of property were easily taxed by the states and local subdivisions for the support of schools and other social services. Today a very large part of our taxable resources is in intangible forms—personal incomes, corporate incomes, and incorporeal forms of property such as money, credit instruments, stocks, bonds, and other securities. Most of these resources are so easily moved from state to state and from place to place that the only governmental unit which can tax them effectively is the national government itself.

Our businesses and industries are to a great extent owned and controlled by vast corporations whose operations cross not only state lines but international lines. Generally speaking, the assets and privileges of huge organizations cannot be equitably taxed by any unit smaller than the Federal government. The states and the local subdivisions are already taxing homes and farms to about the limit of what the traffic will bear. In many school districts and throughout some states it has become impossible to produce in this way enough revenue to support a good modern school system.

What is the answer? Let the Federal government exercise the taxing power to an increasing extent and hand back some of the proceeds to the states to enable them to support education and other necessary public services.

This is not a new suggestion. It has been applied for a long time to the construction and maintenance of interstate highways, to the maintenance of agricultural experiment stations, and more recently to the several branches of the national and state programs of social security. So if we apply it to public education we shall not be adopting a revolutionary step, but merely inaugurating in that field a policy which is already overdue.

Where Is a Plan? The beginning of federal aid to the states for general education was recommended by the Advisory Committee on Education which reported to the President and to Congress in 1938.² Carefully drafted bills to effect this recommendation have been prepared. They would provide for annual appropriations in relatively small amounts, beginning with seventy-two million dollars for the first year and rising to two hundred and two million dollars at the end of six years.

More than half of the money appropriated each year would go to the states for the support of elementary and secondary education. The remainder would be split into appropriations for six other specific educational purposes: The preparation of teachers; the construction of school buildings; educational services for adults; aid in the support of state departments of education; the extension of library services in rural areas; and cooperative educational research.

How would the money be apportioned to the states? For the most part it would be distributed in such a way that every state would receive some aid, but the states having heavy educational loads and low ability to support education out of their own

² See Advisory Committee on Education, *Report of the Committee*. Washington, D.C.: Government Printing Office, 1938. 243 pages, 35 cents.

revenues would receive proportionately larger allotments.

These allotments can be made on a strictly impartial and objective basis. Any state's educational load can be determined by counting the number of children of school age and by giving a little more weight to children living in rural areas where transportation is necessary. Any state's tax-paying ability can be fairly computed by combining several measures such as its per capita income, the number of personal incomes above twenty-five thousand dollars, the number between five thousand dollars and twenty-five thousand dollars, the total farm cash income, the gross postal receipts, and similar available indexes. Having thus found an index of tax-paying ability and an index of educational load for each state, it is an easy matter to combine the two in a strictly objective manner. The amount of federal aid to be received by each state will be determined by a mathematical formula, under which federal aid in general would be in inverse proportion to the ability of the state to support education out of its own local revenues.

The States and the Nation Work Together. The granting of federal aid to each state would be subject to that state's ability to voluntarily qualify itself, and to accept the conditions of the plan. The state would have to show that it was not reducing the total of its own appropriations for education below the level of a recent fiscal year. Thus the federal money could not be used as a substitute for state aid, but would be the means of providing needed improvements and extensions of public education. Furthermore, the states which maintain separate schools for Negro children could

not qualify for federal aid unless they agreed to apportion the federal money to white and colored schools according to the number of children of school age in each race.

Each state would prepare its own state-wide plan for the use of federal money, and at the end of each year would show how it had used the money by filing a full report with the United States Commissioner of Education at Washington. There would be no federal control of education in any state, and only a minimum of federal fiscal inspection to detect and prevent unlawful use of federal money.

No one wants American education to be controlled from Washington, and I do not believe anyone expects that federal control would necessarily follow federal aid. I do believe that we are at a stage where the unequal distribution of the youth population among the states, and the centralized control of our industrial and financial systems in the great urban centers, make the beginning of federal aid to the states for general education necessary and desirable, and in fact inevitable.

The level of American culture must be raised, not only at the top and in the middle, but all along the line. Time and distance have been so reduced that all of us *must* advance together, and none of our less fortunate states or regions must fall too far behind. We want no rural slums whose people exist in hopeless ignorance because of lack of local resources, in North or South or East or West. America is great enough and strong enough and far-sighted enough to see to it that every American youth has access to a good school and an opportunity for a modern education.



Taking Our Own Medicine

Is there not a danger of losing our sense of proportion in assignments if we do not work out the same problems we set up for our pupils? Otherwise, perhaps we shall fail to appreciate all the elements of the work we so blithely assign.—ORA V. HARNESS in *Business Education World*.

Perry Junior High School Improves

By
ELMER R. SMITH

BEHAVIOR

OUR EXPERIMENT sought to provide a behavior plan which would permit (1) an intelligent and continuous study of behavior problems and (2) a direct approach to the solution of these problems through the cooperative action of teacher, pupil, counselor, and principal.

It was an endeavor to apply sound mental hygiene principles—not only to recognize existing behavior problems, but to examine them carefully, and to adjust and relegate them to their proper places in the daily routine of 1,250 pupils in a typical junior-high-school program.

Its aim was to substitute for classroom ridicule, fear, and punishment, a friendly guidance situation in which pupil and teacher have an opportunity to adjust their differences. It was based on these two assumptions: (1) No pupil should be allowed to participate in a group activity unless his behavior promotes the common welfare, and (2) to exclude such a pupil from a group activity imposes certain responsibilities on both teacher and pupil. As a deterrent to misconduct, the plan could succeed only to



EDITOR'S NOTE: *The experiment in the study and improvement of behavior in the Perry Junior High School, Providence, Rhode Island, was made after a consideration of eight criticisms of the existing program of discipline. The new plan is reported to be very effective and many good outcomes are credited to it. The program was proposed by Dr. Richard D. Allen, assistant superintendent in charge of guidance in Providence. Robert K. Bennett, principal, contributed assistance and additional suggestions. The author is assistant principal of the school.*

the degree to which it definitely encouraged pupils to adopt happy and healthy attitudes and habits of thought.

The suggestion for the experiment came from Dr. Richard D. Allen, who proposed such a plan as an answer to the following serious criticisms of classroom discipline:

1. Teachers tolerate unsocial behavior in the classroom too long in their desire to handle their own problems without the assistance of the principal.
2. In so doing teachers often use scolding, sarcasm, ridicule, and threats instead of appropriate action.
3. The "audience situation" in the room often puts both the teacher and the pupil at a disadvantage.
4. Teachers hesitate to refer cases to the principal except as a last resort for fear that their ratings as teachers will be damaged.
5. There is no consistent treatment of pupils who are behavior problems. Often there is lacking administrative machinery to provide cooperative effort in solving the behavior problems of pupils who are troublesome in several different classrooms.
6. There is no opportunity for the teacher and the pupil to adjust their differences at a time when the emotional stress of the classroom is no longer a contributing factor, and before the case has been referred for action by the principal.
7. The common procedure of "pyramiding" the disciplinary cases of a large school in the principal's office is troublesome, ineffective, and very expensive.
8. There is no definite allocation of responsibilities of pupil, teacher, counselor, and principal.

The first step in the experiment, after the details had been worked out, was to acquaint pupils with the plan. Consequently, a series of orientation assemblies was held for each grade. Pupils were informed of the abolition of the "detention room". They were told that the detention room was being abolished because it had failed to awaken in pupils an awareness of their responsibilities, because it had failed to cure them, because pupils and teachers had lost faith in it, and because it did not give the offending

pupil a chance to redeem himself in the eyes of the teacher with whom he had had difficulty.

Pupils were encouraged to cooperate in the behavior experiment. It was explained to them as follows:

1. No pupil has a right to remain in a class unless his behavior promotes the common welfare. Consequently, teachers are to send to the office any and all pupils who interfere with the work of the class at the precise time of the interference.

2. The clerk will immediately assign the offending pupil to another class as a study pupil for the duration of the period. At the same time, the pupil will be ordered to report to the "special study room", at the beginning of the last period. He will be provided with a special pass which excuses him from his last-period class and admits him to the special study room.

3. The teacher in charge of the special study room will assign the pupil a seat and require him to make a written statement of his case in duplicate on mimeographed forms. This form is the accompanying "Behavior Report".

BEHAVIOR REPORT

.....		
Last Name	First	H.R.
.....		
Grade-Code	Counselor	
.....		
Teacher Involved	Class Involved	
.....		
Room	Time Left	Date
.....		
Type of Difficulty	Last Period Class	
.....		
Teacher	Work Made Up	

To the Pupil: Here is a chance to tell in your own words the whole story of your difficulty in the classroom. Your report, together with your teacher's report, will be sent to your class counselor who is interested in your success.

Why were you sent from the room?

What do you wish to do about the matter?

At the close of school you are to report to the teacher with whom you had difficulty. Take both copies of this report with you. You are not to leave the building without making arrangements for this interview.

Teacher's Comments: (Please indicate outcome of the conference)

4. At the close of school the pupil may not leave the building until he has conferred with the classroom or homeroom teacher with whom he has had difficulty during the day. With the emotional tension of the classroom no longer a factor, teacher and pupil will discuss the case, the teacher making her notations on both copies of the behavior form.

5. If the teacher wishes the pupil to return to her class, she is to state so on the form. A pupil should be allowed to return only when the teacher is convinced of the sincerity of his intentions. Otherwise, the pupil must report at the next meeting of the class to the assistant principal. He may bring the pupil's parents into the situation if necessary.

6. At the close of the conference, the teacher will send both forms to the office. One form will go to the counselor to acquaint him with the case; the other will be filed alphabetically in the assistant principal's office. The counselor's copy will eventually find its way into the records folder of the pupil.

7. It is understood that the teacher in charge of the special study room during the last period is not expected to persuade, scold, counsel, or discipline pupils. This teacher merely keeps records, maintains order, and reports on the attendance and behavior of pupils.

8. Within two weeks, a follow-up form may be sent to the teachers of pupils who have been interviewed by the principal.

FOLLOW UP . . . BEHAVIOR REPORT

Date

Attention:

.....H.R. was

sent out of your class on 1939

because of

Have you noticed an improvement in behavior?

Please answer below.

.....

What course of action do you recommend?

.....

.....

Return this sheet to the office of the assistant principal by 3 o'clock today!

The plan in action: a brief report after ten weeks' trial:

No. of pupils referred	114
No. of boys referred	102
No. of girls referred	12
No. of pupils referred more than once	11
No. of boys referred more than once	10
No. of girls referred more than once	1
No. of pupils referred more than twice	3
No. of boys referred more than twice	3
No. of girls referred more than twice	0
Per cent of enrolled pupils referred	1
Per cent of enrolled boys referred	2
Per cent of enrolled girls referred2
No. of teachers referring pupils	22
Per cent of teachers referring pupils	42

Pupils referred by grade

9A	9
9B	17
8A	23
8B	14
7A	19
7B	32

Pupils referred by subjects

Art	29
English	22
Penmanship	17

Mathematics	12
Music	9
Social Science	8
Home Economics	6
Science	6
Foreign Language	3
Woodworking	1
Metal	1

Pupils referred by types of offenses

Talking	35
Disturbing Class	13
Disobedience	13
Fooling	10
Noisiness	8
Insolence	5
Failure to work	4
Chewing gum	4
Throwing objects	3
Lateness	3
"Left without slips"	2
Answering back	2
Singing	2
Whistling	2
Throwing spitballs	2
Fighting	1
Laughing out of turn (Sic!)	1
"Hiccoughs"	1
Slamming door	1
Reporting without a pen	1

Outcomes of cases

No. of cases adjusted	97
No. of cases in which assistant principal actively participated	10
No. of cases in which parents were invited to participate	5
No. of cases transferred for disciplinary reasons	2
No. of cases to hospital for mental treatment	1

Sample comments on conferences by teachers:

"Attitude much improved at 2:45 o'clock when he reported. Made up work missed. Promised cooperation. He may return."

"He felt sorry about being sent out of class and promised to keep still hereafter. This act of sending him out of class had a good effect on the rest of the group."

"He doesn't see that he has done any wrong despite all my efforts to show him that he wasn't playing fair. I suggest that he talk with you before returning to my class."

"Difficulty straightened out. Pupil to report to me tomorrow with material."

"May we tear up this report? I find that I am in error, not he. We live and learn!"

"Guido and I have agreed that by changing his seat he will be able to avoid the cause of trouble."

Sample follow-up comments by teachers:

"He has improved greatly since Feb. 20."

"The dismissal from class was just what he needed. There is a decided improvement in his behavior. We seem to understand one another now."

"He seems to be behaving quite well. I have changed his seat so that he cannot fool with other pupils."

"He has not improved. He likes attention. Therefore, I try to seat him as far away from neighbors as possible. He talks incessantly and will play with anyone who will play with him. I pay as little attention to him as possible for he does like attention."

"He has definitely improved since our afternoon conference."

Conclusions:

1. The plan warrants further trial.
2. It has kept the assistant principal's office free of behavior cases and permitted attention to other important duties.
3. It has provided an accurate, continuous behavior record available for conferences with pupils, parents, etc.
4. It has held teachers responsible for ordinary adjustments without calling upon the principal unless such action seemed

necessary. The fact that 97 out of 114 cases, or 85 per cent, were adjusted after the teacher and the pupil talked the matter over is proof enough of this statement.

5. It has relieved nervous and emotional strain on the teacher and permitted the smooth functioning of the class by excluding troublesome elements.

6. It has made possible a continuous follow-up of serious problem cases and provided factual data on which to base decisions.

7. It has created a situation in which young and inexperienced teachers may test and develop effective techniques in classroom control.

8. It has placed the assistant principal in the role of friendly arbiter—one to whom teacher and pupil have the right and duty to appeal should they have difficulty in composing their differences.

9. It has served to awaken pupils to a sense of their own responsibilities to teacher and group, and to give them an opportunity to redeem themselves in the eyes of both.

10. It has substituted a "learning situation" through appropriate action, instead of scolding, nagging, ridicule, sarcasm, and other undesirable methods of "holding down the lid". When pupils interfere with the work of the class "something happens", and the pupil must analyze the problem and change his attitude in order to return to the class. The teacher can maintain her own standards of classroom behavior without punishing the group for the actions of an individual pupil.



Birds of a Feather

Many of us (English teachers) by reason of our training within the cloistered isolation of the school, form the bad habit of herding throughout the rest of our lives primarily with other English and language teachers. We tend to be parts of a clique, an English "gang." We tea together and eat together and meet together and play together. We attend faculty meetings in an English group and, because there are so many of us and because we

speak with some facility, often we tend to dominate other faculties. The breaking of this habit means the smashing of the clique spirit, the abandonment of departmental snobbery, and the continuous drive to come to know, to work with, and to understand teachers in other fields, in school or on the campus, as well as men and women, all and sundry, in other occupations outside the school.—MALCOLM S. MACLEAN in *The English Journal*.

Intellectual Honesty—

By
KERMIT EBY

An asset to good teaching

NEXT TO a liking for children, the greatest asset to good teaching is intellectual honesty. By intellectual honesty I mean a willingness on the part of the teacher to admit she does not know all the answers. Actually no one knows all the answers. It also means that the teacher is capable of recognizing and analyzing her own biases, which in turn means that the teacher is conscious of the fact that her attitudes are influenced by certain experiences. It means furthermore that the teacher is a human being and like all human beings feels more keenly on some issues than others. The intellectually honest teacher is the teacher who takes the position that the evidence is not all in and that she and the learners are taking part in the same quest for truth.

The good teacher is not a dogmatist. The good teacher is a scientist. The dogmatist insists that the pupil must accept the dogma

and interpretation of the teacher. The scientist says that the evidence is not all in, but up to this point, the conclusions seem to be as follows. So in analyzing intellectual honesty, we must emphasize the difference between the person who respects the searching mind and the person who resents the questioner.

At the outset of this discussion, it was suggested that the teacher admit that there are certain questions for which she has no answer. The honest parent does likewise. All of us who have youngsters, particularly of that questioning age from five to nine, have the experience of being asked "Where did I come from, Daddy?" "What is God?" "How did God make me?" "What is 'bad'?" "What is 'good'?" "Where does the light come from?" "Where does the dark come from?" "What happens when I grow old?" "Where did your hair go, Daddy?"

Now in answering these questions the wise parent does not insist that he has all the answers and that the issue is closed. He answers the questions to the limit of his ability and as honestly as his knowledge of the truth allows; and the youngster is satisfied because he is convinced that the questions he has propounded were honestly answered and not evaded. My own youngsters do not expect me to be infallible but they do expect me to answer them honestly and to admit just as honestly that some questions are unanswerable.

The significant thing to remember in the parent-child relationship is this: In order to maintain the confidence of the youngster, questions are not avoided but answered, and never is the inquiring mind of the child rebuffed; for once confidence in the parent or in the teacher is destroyed, the

EDITOR'S NOTE: *Regardless of the vast progress in mechanization of armies, military experts maintain that victory in warfare still depends upon the infantryman and his bayonet. And similarly it would seem that the success of education for democracy ultimately depends upon the degree to which the teacher on the firing line can put intellectual honesty into practice in the classroom. It is surprising that in a time when so much is being written on democracy in education, so little has appeared dealing with the phase covered in this article. Mr. Eby, as executive secretary of the big Chicago Teachers Union, 509 South Wabash Avenue, has exceptionally wide contacts with teachers.*

greatest opportunity for further exchange of ideas is destroyed.

The role of the parent has been emphasized because the same fact holds in school—and that is, school pupils of all ages easily discover the bluffer. They know when their teacher is skating close to the thin edge of her information. Knowing this, the best thing for the teacher to do is to admit she does not know and say "Let's see if we can find the answer" or "Won't you find the answer and tell us tomorrow?" By so doing she increases the pupil's confidence and his feeling that he is contributing to the general welfare of the class.

There is no such thing as a purely objective human being. The fact of the matter is that if the teacher were purely objective she would not be human; she would be a machine, a machine-like automaton in which a youngster dropped his nickle and from thence expected information to flow forth. Everything that teachers say and do is conditioned by their own attitudes toward what they say and do.

This being true, the honest teacher analyzes her biases. She says to her youngsters, "Now perhaps you had better discount some of the things that I say because of the fact that I feel keenly about this," or she says, "I was brought up in the South and so I have a different feeling about the justices and injustices of the Civil War," or she says "I was brought up in a Quaker family and so I am naturally conditioned against the idea of war." Or, "I have been misinterpreted by a Hearst newspaper and so have an antipathy towards jingoism," or "My parents were Republican and Protestant so I am not as sympathetic to Democrats and Catholics as I should be." Or "My father was a Socialist and my attitude towards capitalists is influenced thereby," or "My father is a capitalist and isn't too much in love with Socialists." In other words, "Your teacher has been influenced by some of her experiences, and she naturally reflects them."

It is a very simple and well-known fact that most of us belong to the same political party as our parents. Most of us belong to the same church as our parents, if not for rational reasons, then at least because of our passion to follow the path of least resistance.

Developing the idea further, it is not only important to admit our biases, but very significant to be conscious of our emphases. When we are really teaching at our best, we are teaching out of our spirit; we are teaching from the assimilation of our factual material and our very beings; and as a result it is very easy for us to become very emphatic concerning the things which we hold precious.

It is not a bad idea to tell the youngster to beware when his teacher waxes oratorical, pounds the desk, and gets emphatic, for it is then when her objectivity begins to decline. That is, there is real value in being honest enough with your boys and girls to admit you are just a human being, not Zeus on Olympus, and that being human, you have some biases and some prejudices, and occasionally some intellectual axes to grind.

Furthermore, the choice of subject material is quite important. Those of us who have studied diplomatic history or those of us who have written to a great extent know that biases and emphases are expressed by the choice of material. If a teacher really wanted to be cleverly malicious in propagandizing her pupils, she would not do so by giving certain material but by omitting certain material.

For instance, if a teacher were an anti-New Dealer, she would need only to limit material favorable to the New Deal. Or she might make available the anti-New Deal papers and magazines and permit her pupils access to only this one type of source; and more subtly, if she were the author of a textbook, she might present her arranged facts according to her particular bias. The historians some years ago were very busily

engaged in arguing the German war guilt, and from the viewpoint of the historian, they were all right. The only difference is that some of them emphasized some points in the documents, and some, others. So it is not only what we say that is important but also what we do not say.

Teachers in big city systems, and university professors are often very far from an understanding of what the great rank and file of Americans are thinking. This is true because they live in and are members of a rather select income group. While they do sometimes ride on street cars and shop in five-and-ten-cent stores, they still do not have contact with the workers riding and shopping at their sides.

And the best illustration of this point that I know is this: In the 1936 election, Michigan went Democratic and Washtenaw County went Republican. Ann Arbor went more Republican than Washtenaw; the 7th Ward went more Republican than Ann Arbor—and the 7th ward was the ward in which the university professors lived. No doubt had one of these cloistered savants taken the trouble to go to Detroit and stand on the corner of St. Antoine Street and Grand Boulevard and talk to the first fifty passersby, he might have discovered that they, like him, were conditioned by their environment and their income and were determined to vote for the man who promised the greater degree of security.

The point is advanced not as an argument supporting the New Deal, but as an indication of the fact that those of us who are interpreting current events should interpret them realistically; and to interpret them realistically, we must interpret them from the point of view of the great cross-section which makes up America.

Howard Vincent O'Brien in the *Chicago Daily News* for Wednesday, February 22, 1939, pointed out that the graduates of our schools and colleges were often very poorly informed on current events and government and civic problems. To cor-

roborate his statement, he mentioned the Carnegie Foundation studies and the Regents' Inquiry in New York State. Mr. O'Brien was right in his conclusions.

The fact of the matter is that the majority of teachers have not broadened their backgrounds by knowing and being a part of the life around them. That is, they talk about reforming government and have not yet learned that to be of any influence in government they have to begin participation in party politics in America by cleaning the spittoons and ringing door-bells and passing out handbills. They are willing to be messiahs, but very few are willing to have doors slammed in their faces.

Now, again, we are not arguing that all teachers should become precinct captains. The point is that they are good teachers in proportion to their understanding of the world about them. If I were "dictator", responsible for teacher training, I would suggest that among their experiences teachers should have about one year waiting on tables, one year on a road gang, six months digging sewers, three months on some assembly line, several months traveling third class on steamers, some years' experience as father or mother of a family, and at least three times in their lives the privilege of wondering where the next pay check was coming from in order to buy the meals. It seems to me a little vicarious experience and a little more real experience would be salutary. At least, it would make us much more humble when we approach the relief situation and much more cautious about saying that if people weren't lazy they would not need to go on relief.

In periods of historical crisis, like the one through which we are passing—when old institutions are disintegrating and giving way to new, and old intellectual patterns are being challenged by the passage of events—there is a desire on the part of many of us to gain security by grasping at some dogma, by assuming that the evidence is all in and closing our minds to the new.

For example, the Germans grew tired of thinking. Perplexed by events and harried by the economic struggle, they turned to Hitler and said "Herr Hitler, do our thinking for us." To bolster their faith, they made a god out of the man they followed and today are in a state of emotional intoxication, for their creed is simple: "Our Fuehrer is right; Germany is a great state; we are the state; the state can do no wrong." Eventually, the disillusionment will come and with it suffering not only for Germany but for the victims of their madness. The left is no less guilty than the right in its blind acceptance of dogma, for when fascist hate changes the front, people fall in line. They will also follow the next change.

Maintaining a scientific position vis-à-vis a dogmatist is very difficult, for all dogmatists insist that the evidence is all in, and that when the evidence is all in, those who are not converted are to be pitied, not cen-

sured, for they are the victims of their own ignorance.

There are many dogmatists in the schools today. They have all the answers and insist that the youngsters repeat them after them. You see, we do not start out to create fascists in the schools, but we help to develop them. For little fascists are the products of a type of teaching which says "Here it is—take it. Two and two are four."

Those of us who resent dogma and the statement that "two and two are four" always ask the simple question, "Why are you infallible? Four what?" It makes a difference when two and two are four fascists, or two and two are four apples, or two and two are four bombs.

Yes, Mr. O'Brien was right. For we cannot achieve intellectual honesty until we have it in the home, in the school and in the church, and until we are not all dictators at heart.



Epitaphs—No. 3

For a superintendent of schools

By EFFA E. PRESTON

Beneath this monument so high
Rests in peace good Dr. Aye.
He proudly wrote a Ph.D.
Abaft his worthy name, but he
Was educated, we suspect,
A bit beyond his intellect.
He spake profound inanities
With eloquence and studied ease.
The views he so loved to impart
Were constant as a weather chart.
His was the Master Mind whose word
Changed black to white, who never erred.
While underlings kowtowed in awe
He ruled supreme; his wish was law.
And so we should not feel surprise,
Now Dr. Aye adorns the skies,
If, as the golden street he trod,
He got himself confused with God.

IDEAS IN BRIEF

Practical ideas selected and condensed from articles
in state and specialized educational journals

Beehive Biology

A demonstration beehive on the windowsill of the biology classroom of Southern High School, Baltimore, Md., created sustained interest and excitement among the students. The private life of the insects, bared by the glass sides of the hive, was observed by the class over a period of time while the hive was being filled with honey, and provided the living motivation for classroom work. Cost of the bee city, complete with inhabitants—less than \$5. Results more than warranted the small investment.—ELSE CLINE in *Baltimore Bulletin of Education*.

Fisher High's Adult Courses

The adult-education program of the Fisher, Ill., High School, begins its second year as a needed and appreciated service to the community. Formerly the school gave only agriculture and home economics as night courses for adults. Last year a diversified night program for adults was offered by the school's seven teachers—14 courses, 1 night a week for 10 weeks: home arts, foods for party and practical uses, instrumental music, vocal music, general mathematics, farm shop, agricultural economics, general business training, beginning typing, public speaking, modern social problems, modern literature and authors, and modern stage, radio drama and movies. Enrollment from all walks of life reached 194, attendance averaged 153. A minimum of 8 per class was required, and all classes exceeded that in membership. The office secretary conducted a nursery for tots brought by parents. Reported results: a near-perfect tie-up between school and community; teachers enjoyed the work; enthusiasm on the part of the adult students and the board of education. Additional subjects considered for this year are physical education for women, corrective athletics for men, and astronomy.—E. L. IHRIG in *Illinois Teacher*.

Magazine Exchange

A magazine exchange, operated as an extracurricular project in the general shop classes of the Burns, Kan., High School, is successful in stimulating wider reading of a better grade of periodicals. A group of current issues of scientific, hobby, travel, outdoor, sports, and handicraft magazines was collected and

placed in the shop library. To check out a magazine, the student has only to substitute another not found on the shelf. No sex, murder, horror, thriller, or "sexy" photo magazines may be traded in. It is not uncommon to see half or more of each class leaving with a magazine.—RAYMOND J. COLTHARP in *School Activities*.

Discussion Club

The Discussion Club of Waterville, Minn., High School is a challenge to superior students. It offers them an opportunity for more thorough study of current affairs than is possible in the social-studies classes, fits their needs better than a formal debating club would. The club gives students practice in three types of speech activities: extemporaneous speaking, panel discussion, and formal debate. It encourages wider use of news weeklies, periodicals, and educational broadcasts as sources of information to be used in speech work. Three neighboring high schools cooperate in an interscholastic program of debates and panel discussions.—CLAUDE C. LAMMERS in *Minnesota Journal of Education*.

No Pencil Chewing

Motion pictures are being used in the Fife, Wash., schools as a means of stimulating composition work. It is a problem to draw real creative writing from junior-high-school pupils. A composition assignment usually provokes much chewing of pencils. This forced atmosphere produces very little natural expression. When these same English classes have observed an educational moving picture of almost any type, they can sit down and write for a complete period from an overflow of ideas. From kindergarten through high school, the Fife schools use 10 to 14 reels every week—some rental, some free except for transportation costs—at a yearly expense of \$150 or less.—D. L. KRIZNER in *Washington Education Journal*.

Community Job Slant

A training course for hotel jobs is offered to students in the Stroudsburg, Pa., High School. It was organized as a result of an occupational survey of the county, and is now in its second year. (Editor's Note: Probably the county is in a mountain-vacation district, and has an unusual number of

hotels.) Hotel men of the county have been liberal in their response to assist, and innumerable visits have been made to hotels in the area.—*Pennsylvania School Journal*.

Alumni Suggest Courses

A questionnaire sent by the Meadville, Pa., High School to alumni asked for suggestions on ways in which the school's program might be improved to prepare students better for the responsibilities of life. There were 244 replies. To the question "What would you like to know now about making a home that the school might have taught you?" the following replies were listed, with the number showing the frequency: Interior decorating, 52; more budget planning, 47; more fundamentals, 44; how to make minor repairs, 43; how to make adjustments to the opposite sex, 41; consumer education, 21; how to raise and care for children, 20; gardening, 17; nursing, how to deal with "in-laws", home economics for boys, how to entertain, automobile driving, proper ventilation, 8.—*FREDERICK L. POND in Pennsylvania School Journal*.

Doctor Teaches Sex

Chehalis, Wash., Senior High School's sex education course has enlisted an outside "teacher"—a local physician. Lectures, discussions, and private conferences constitute each unit, and a reference library is available. There are separate classes for boys and girls. Students and community approve.—*Washington Education Journal*

Christmas Idea: Oilcans

From the 7th-grade homeroom of Ramsey School and the metal shop of Sanford Junior High School, the Santa Club, a charity group of St. Paul, Minn., last fall received an unexpected donation. From 5-quart oilcans (source: neighborhood gas stations) Sanford metalists contrived 25 sandwheel toys. Ramsey's 7th-grade homeroomers supplied the paint job. Concomitant activities: field trip to tincan factory, themes, letters, stories and speeches.—*ROY WAGNER and HARRIET NELSON in Minnesota Journal of Education*.

Consumer Facts of Life

Students in the consumer-training class of the Hayward, Calif., Union High School get some real-life experiences in dealing with questionable schemes, as part of the class activities. When the class discovered that every recent patron of a theater had later received a letter of congratulation as the "winner" of a credit check of from \$5 to \$20 by a

retail store, the class acted. One girl went to the store and selected a dress before announcing that she had a \$5 credit check. By "haggling" she first got a price reduction—and then presented the check as part payment on the reduced price. There was "evidence of marked displeasure". A second girl from the class entered the shop and displayed her "winner's check" immediately. She was taken to a special remote section of the store where out-of-style, odd-sized, and poor quality dresses were displayed. She was given no opportunity to examine the merchandise displayed to the first student. Among other such investigation activities, members of the class have had interviews with the representatives of "gyp" correspondence schools, and have received high-pressure direct mail of literary services by posing as prospects. All of these activities have resulted in illuminating class discussions.—*O. B. PAULSEN in Consumer Education Journal*.

Bob to Teacher to Dad

"Dear Mother and Dad: I'm getting better in arithmetic. You just have to settle down and think. I've made five book reports. They're good ones, too. My teacher says I have been a better citizen. . . ." So wrote Russell and Bob dolefully predicted to his family: "It looks like I am going to be in the (same) grade again next year. I am not good in spelling, reading, or arithmetic. . . ." Russell, Bob, and 34 classmates in two grades of Yorba Linda, Calif., schools were taking a hand in preparing their quarterly report cards. The completed letters, carefully copied on the top halves of large white sheets, rolled through the teacher's typewriter for the addition of comments more professional but remarkably in accord. And there was still room for parents' comments. Children, teacher, and parents approve the plan.—*ELLEN SELLS in Sierra Educational News*.

Source of Consumer Facts

There are five phases to consumer education. Our home economics department happens to take over one primarily, and that is to teach better buy-manship. We start out by sending our students into the community, to investigate its stores, its facilities and the kind of trade that is available. We also go into the very few factories that we have in Palo Alto, Calif. Our students say, "Where can I get some technical information? After all, I can't test socks. I can't find out very easily in a junior high school what is in soap." Our laboratories are very limited, as they are in most public schools. So we have brought into our schools in Palo Alto the monthly reports of a consumer testing and rating service. This fills our need.—*GERTRUDE LUEHNING, speech quoted in The American Teacher*.

EFFICIENCY (Methods and ideas from Altoona High School) in the School LIBRARY

By
MAUD MINSTER

IT is interesting how English has turned into reading," and how the textbook has been and is being replaced or supplemented by numerous reference books, pamphlets, and magazines. The new education is not the teacher selecting books and placing them in the hands of the pupils, but it is teaching the pupils not only to read, but also what to read. This necessitates a library and a librarian.

The librarian should be employed two weeks or a month during the vacation, depending upon the size of the school, the amount of help, and the reference work required by the various departments. The librarian needs to replenish, repair, mend and collect materials for the constantly changing curriculum.

Half of this extra time should be spent at the close and half at the opening of the term. At the end of the term the librarian should take inventory of the books, discard generously, mend, replace worn book pockets and cards, pack and send books to be rebound. She should look carefully through the discarded books for illustrations suitable for the picture file, and chapters of value for the information file.



EDITOR'S NOTE: *The author is librarian of the Senior High School, Altoona, Pennsylvania. For the past three years she has been instructor in library science in Temple University's Summer Library School at Philadelphia. The many suggestions in this article on improving the service of a school library are based upon practices developed in the library of the Altoona Senior High School.*

Inventory should be taken of the information file, which may consist of four to five thousand folders. Generous discarding should be done in the files as well as among the books. Dead timber occupies valuable space. Inventory should be taken of the picture file with generous discarding.

Magazines which are to be bound should be arranged in volumes and sent to the bindery. Magazines which are not to be bound should be scanned for materials of value for the various files. Four to five hundred clippings should be added and possibly three to four hundred discarded.

The librarian should be familiar with the curriculum for the coming year and if new courses are being added, including projects such as housing, crime, peace and war, propaganda, she should place in folders all available pamphlets and articles on these subjects.

Magazine articles may be sewed into an inexpensive folder of heavy wrapping paper or fastened by the self-piercing paper fasteners. The folder should have a pocket and book card. Placing clippings in an envelope is not satisfactory where a file is constantly used, as in a school library.

Much free and inexpensive material may be secured from publishing houses, business concerns, manufacturing establishments and the government. *The Vertical File*, published by the H. W. Wilson Company, lists the best pamphlets of the month, giving price and source. *The Booklist*, published by the American Library Association, devotes one page to pamphlets.

A Weekly List of Government Publications is issued free by the Superintendent of Documents, Government Printing Office,

Washington, D.C. Money to cover the cost of government publications must accompany the order. Since the amounts of these orders are usually small, it is convenient to buy five-cent coupons, which are sold in sheets of twenty. A number of sheets may be bought at a time with a check or money order made payable to the Superintendent of Documents, Government Printing Office, Washington, D.C. Whole classes may be supplied with material from these sources with little cost, but it requires time to collect and prepare them for the files.

"The efficiency of the library depends upon the amount of unbound materials it contains." In order to have library tools uniform, so that pupils may readily locate what they need, pamphlet materials should be placed in the files under the same subject headings as are used in the magazine index, *Readers' Guide*. For example, material on G-Men should be placed under the subject, "United States—Investigation, Bureau of"; material on the coast guard of the United States, under "United States—Coast Guard"; motion picture materials under "Moving Pictures", etc.

Two weeks before the opening of school the books should be returned from the bindery. Pockets, date-due slips and book cards should be placed in these, the call numbers put on the backs, and the books arranged on the shelves. The bound magazines should be cataloged for the shelves.

Immediately following the taking of inventory at the close of school a large number of new books should be ordered, including replacements, duplicate copies, general reference books, and materials which various departments have made known will be needed. Not all the book budget should be spent at this time. There should be a sum for buying books each month in order to meet current demands and have recent books available.

The librarian should have as many of these new books as possible cataloged and ready for the shelves when school opens.

Each book must be accessioned, classified, cataloged, numbered, its shelf-list card and book-pocket card made, date-due slip and pocket pasted in, catalog cards and shelf-list cards filed, the call number placed on the back, and the book placed on the shelf.

We realize the need for janitors to be employed during the vacation months to prepare the building for the coming term. In some districts they are given three months to clean, or one-third of the length of the term. Usually there are additional persons added—painters, plumbers, plasterers, carpenters. The librarian must be her own repairman, cleaner, cataloger, classifier, and file clerk in most high schools, and needs one-ninth of the length of the term for this work.

With the opening of the term, the librarian immediately begins giving library instruction to the new pupils in the school. Various schools organize this work in numerous ways.

Classes are taken to the library, possibly through the department of English or social sciences. The pupils are taught by means of a textbook, mimeographed materials, problems, and practice, how books are classified and arranged on the shelves, what helps the school has for them, where they are placed and how to go about using them. They are also taught how to use such tools as the card catalog, the magazine index, reference books, information files.

After the instruction work with the new pupils is completed, follow-up work should begin. Classes doing debate work, writing essays, working out various projects, should be brought to the library and shown the possible sources for their needs. With the guidance of the teacher and the librarian they are given two or three laboratory periods in the library. All departments should use the library for laboratory work, the core curriculum classes, newspaper class, magazine class, special interest classes, science, music.

Teachers should make arrangements in

advance with the librarian so space will be available. Free reading periods are valuable in numerous courses such as music appreciation.

As the administrator visits the classroom, he sees action, hears the exchange of opinions, and reports given from numerous printed sources, sees incidents in history dramatized, posters, dresses, furniture being made. In the library the pupils are taught how to locate materials. Each gets his needed helps and seeks a corner in which he can work.

The visitor looking at the seemingly inactive room cannot see the process that has brought all this together—choosing materials to fit the curriculum, ordering, cataloging, preparing for the shelves and teaching the use of book tools. Hence it is almost impossible to visualize the librarian trying to keep a step ahead of the needs of all departments and constantly integrating and correlating the library with the curriculum.

A debate team in a high school had a winning record for several consecutive years. The debate coach was annually congratulated and presented with flowers the night of the debate. One year the team lost. A second and third year it lost. In searching for the reason it was discovered that dating from the year the team first lost, there had been a new librarian who was not as efficient in finding little, valuable points for the debaters as her predecessor. The new librarian was given credit for the failing team.

Following the visit from a progressive group supervisor, a list of suggestions were given a school. One was that the school needed more pamphlet material. The library in this school was known throughout library circles in the state as having the outstanding information file of any high school in the vicinity. The visiting supervisor had not been taken to the library. The librarian was called to the office and shown the suggestions.

The next time a supervisor from this group appeared, the librarian made sure he visited the library. She asked him if on his visits he usually visited the libraries. He stated that he visited libraries only when he was invited, because when he went to high school, school libraries did not exist, and he, as a result, had nothing to offer a librarian. The librarian asked him if the administration usually invited him to visit the library and he stated that almost always they did.

Wear necessitates replacement or substitution. The life of a textbook is estimated at from three to five years. A book placed on reference in a library, when a class assignment is made, may be used by an average of four pupils each period, by one or two before and after school, and will be taken home for over-night use. With from twenty to thirty pupils using a book in one day, its life will be shorter than the life of an average textbook which is used by one pupil each term.

Because of the constant use made of library tools the department, like all laboratories, is expensive. Provision must be made in the budget for replacements, new books, magazines, supplies, binding, repairs and equipment.

Standards vary, but an ideal budget is 25 to 50 cents per year per pupil in the elementary grades, 75 cents per pupil in the junior high school, and \$1 per pupil in the senior high school. About one-fifth of the amount needed for new books is required for binding. From 10 to 15 per cent of the amount spent for books is estimated to be an average amount for the purchase of magazines.

The librarian should divide the amount planned for new books among various departments, considering the curriculum, the use made of supplementary materials by various teachers, and the resources of the library. An estimate of this division is: English, one-fifth; social sciences, one-fifth; mathematics and science, one-fifth; art,

music, home economics and vocational, one-fifth; reference materials, one-fifth.

A contingent fund of from ten to twenty dollars is needed for postage, pamphlets, posters for Book Week, Education Week materials, bulletins, bibliographies and materials for numerous other holidays and special occasions. An account of this money should be included in the library annual report.

The librarian should cooperate with the administration in setting up a tentative estimate of forthcoming needs.

Book fines, a penalty used in public libraries for failure to return books on time, has crept into numerous high-school libraries. Why not fine pupils who do not return on time band uniforms, football and baseball suits, basketball materials, costumes used in plays, textbooks and classics? No records can be found of such procedure, yet the librarian holds the money threat over the heads of readers.

Pupils are in the school building each day, which is quite a different situation from that of the public library. Grades may be withheld, pupils sent home for books, or refused admission to school until books are accounted for. One parent refused to allow her daughter to take books from the library because she was negligent in returning them and the mother was constantly embarrassed by fine notices sent to the home. Fines, then, are defeating the purpose of the library. Surely we can find methods more in keeping with modern trends in education.

In buying books we are aware that there are numerous editions. One edition may have good paper, clear print, attractive illustrations, margins which will permit re-binding, while another may lack any or all of these desirable qualities.

"Of the making of books there is no end." The librarian cannot know all editions. If book orders are sent to a large and reliable book wholesale house which handles books efficiently, they will serve as the librarian's

buyer, giving free service from specialists in the field. In the name of efficiency and economy the librarian leaves the selecting of editions to these persons, and receives the latest and best edition for the library.

To locate publishers and information in regard to various editions for a large book order may require days of the librarian's time, and then she would not have the last-minute information which is on hand at the book houses. If the librarian has some edition in mind she especially wants, she lists the company which publishes it and receives the desired edition.

A few agents list startling discounts, but most reputable wholesalers consider 25 per cent the best discount consistent with reliable service. Sometimes trade editions, which are poorly bound, are sold at a greater discount. These soon require re-binding. The time needed to get them ready and sent to the bindery and ready for shelves when they are returned from the bindery, plus the price of re-binding, makes this less expensive edition more expensive.

In making out the book order, the librarian should arrange the list on standard typewriter paper, giving the number of copies of each, authors, and, if certain editions are wanted, the publisher. This list should be alphabetized by author, or by publisher if definite editions are ordered. The Baker and Taylor Company in New York City have their stock boys trained to assemble an order in either form.

When orders are received, some book houses ship those they have in stock at the time and the remainder one or two or three at a time as they are received. If this practice continues over a period of time it is not satisfactory. It is well to add this note to the order: Send all books you can supply by _____ (date) and at that time cancel all remaining books on the order.

The school business office usually permits the librarian to select the book house from which the books are to be purchased. The purchasing department makes enough

copies of the order so that a carbon may be placed in the librarian's mail box and she may know when the order was placed and what was ordered.

Numerous standards state a school should contain 6 to 10 library books per pupil enrolled. A library book is defined as any book other than a textbook, of which every student in the class has a copy.

Frequently there is scattered through the building supplementary materials which are not cataloged in the library, and frequently one book will be of value to more than one department. The science department can use books bought for the health classes and vice versa. If all books, other than textbooks, are cataloged in the library, the whole school has the advantage of using this material. These books may be used as classroom libraries and be kept in the various departments for a semester, or a term, but at the close of each term they should be returned to the library for inventorying, replacements, rebinding and mending. This check-up will prolong the life of the book. If the regular library system is used for circulating there will be fewer book losses.

Magazines can best be purchased from reliable dealers who, by ordering large quantities, can save ten per cent or more on the total order. Numerous local individuals will want to supply the magazines, but usually they cannot give the information on prices nor the service rendered by larger concerns.

Reliable companies such as the Mayfair Agency in New York give such services as supplying each month a poster containing ten outstanding magazine articles selected by a committee of librarians, and a publication called *Periodica*, describing new magazines, those discontinuing publication, and those combining with others. They also supply the *Periodical Handbook*, a reference manual containing useful information on magazines, volume numbers, contents, etc. Agencies of this type will have sample copies of magazines sent, make adjustments where

necessary, and have title pages and indexes mailed when published.

It is well to state in placing the order that all magazines are to have a common expiration date. If this is not done, one publisher may begin a subscription in August and another may begin by sending two numbers, July and August. After three or four years the magazines may expire from June to September.

Also make sure that the name of the school is given in the same form on each renewal as it was on the original order. Magazines may be ordered sent to one school under the name of "Senior High School Library". The following year they are ordered sent to the "High School Library". In numerous instances two copies come, one under each name. Letters also come, stating that the subscription for the Senior-High-School Library has not been renewed. This causes endless correspondence.

Magazines should begin with the opening of the school term, with the August or September issue, so classes where magazines are used may have the use of them for the entire term. The magazine order should be sent to the agency in time for all magazines to be on the shelves for the first day of school. Empty magazine racks do not give a good impression to newcomers.

We need to develop a library philosophy and aim to achieve it. Possibly you may agree with this:

Every student should have an opportunity to learn how to use reference books and libraries efficiently.

Every student should have an opportunity to use reference materials which will enrich the curriculum, provide entertainment and leisure-time occupation.

Every student should be surrounded by an environment and guidance that will stimulate reading, develop a permanent interest in books, and also develop his power to interpret and evaluate printed materials.

BLUE PENCIL *the*

Or, let's roll Johnny flat
and file him alphabetically

RED TAPE!

By NAOMI JOHN WHITE

BACK IN the days before cellophane and I.Q.'s there used to be talk about education being just Mark Hopkins on one end of the log and a boy on the other. It was very casual talk without any special emphasis, and spoken much in the same tone of voice that educators use today in referring to *integration factors*, *academic freedom*, and *intellectual segregation*. People had the general impression that education was a sort of a personal affair between the teacher and the pupil, and that if Johnny wanted to know something, he came right out in the open and asked about it, or if the teacher were displeased with Johnny, he didn't spend much time hunting up Johnny's past records as to his customary responses and reactions to adverse criticism before he told him so.

Now there are certain disadvantages in the Hopkins-Log System of education, and I have no doubt that sometimes the educational buggy swerved pretty close to the ditch of complete failure. But I'm here to maintain that with the systematized red tape that is being required of many of our classroom teachers in the secondary schools to-



EDITOR'S NOTE: *The author believes that research has its place—but that its place is not on the shoulders of over-burdened teachers coping with overcrowded classrooms. First, she pleads, make certain that all of the records have a sound purpose, and will be put to good use, before they are ordered. Miss White is president of the American Association of University Women, and is a member of the faculty of the Muskogee, Oklahoma, High School.*

day, the twelve-cylinder cross-country bus of our own day is swerving close to the ditch on the other side of the road.

There are persons who love research work. Give them but one sniff of a subject and they lope joyously through library stacks with their noses intent on dusty tomes, and trot back happily at the end of two weeks with forty-nine instances of Thackeray's misusing the nominative absolute. Today is the heyday for such persons. It must have been pretty dull going for them back in the Middle Ages when nobody cared much about statistics.

These persons are not so much interested in catching the fox, or in making use of him after he is caught, as they are in the chase itself. But oh how they do enjoy the chase—the tabulating, the red and yellow filing cards, the graphs, the percentages: Eleven per cent of the pupils in the tenth grade have parents who went two years to college; thirteen per cent had their adenoids removed before they were twelve years old; seventy per cent of all sophomores cannot recognize a noun clause even when it sits up on its diagrammed hind legs and barks that it's a noun clause. It is marvelous, the card filing system we have devised for our secondary schools.

And it is all kept up to date, too. Every little yellow and purple card bristles with daily growth. Any hour of the day you can thumb through the cards and discover that Harry Jones was absent sixteen times last semester, doesn't know a dangling participle from the Magna Charta, thinks that *gneiss* is the name of a Balkan state, and was vaccinated on the left arm for small pox when he was eight years old. The only thing you

can't find is Harry Jones. He's over at Bumgardner's Drug Store shooting craps with the rest of the gang. He slipped out of the room while Miss Smith was busy getting her graphs and percentages ready to hand in to the office by four o'clock.

Research people are wonderful people, but they shouldn't be classroom teachers. Anybody who can look at a tousled-haired, freckle-faced fourteen-year-old boy and see only material for a chart on height, weight, eye span and ability to add up a column of fifteen figures ought to go out and get a job as an actuary.

There is a place for statistics, of course, perhaps for most of the statistics that are collected. But that place is not in the classroom as long as the average high-school teacher has too many pupils in her class for her to supervise properly, as long as her salary is so low that she has to borrow money every summer to go to school, as long as she has to work straight through the day from 8:30 A.M. to 3:45 P.M. without rest periods, and as long as she has to handle extracurricular activities before and after school.

If Miss Smith is expected to handle red tape along with her duties of teaching, let the school officials set aside a certain amount in the budget for a steam roller so that Johnny can be rolled flat and filed alphabetically right along with his records on reflexes and abilities. It would make the whole business neater and simpler.

Until the teacher has fewer pupils, she cannot spend time making charts and graphs and still be a good teacher. She can spend her time making out fifteen cards indicating Johnny's lack of knowledge, or she can spend that same time trying to remedy his lack of knowledge. She can't do both.

It is my personal opinion that most records are superfluous anyway. Like the

razor blades that were made to sell, not to cut, most filing cards are made to be filed, not to be used. The first comprehensive test that a teacher gives a new class indicates clearly what Johnny knows and what he doesn't know and what he is likely to know before he leaves her room. Keeping up a week-to-week detailed chart of his progress is like making a map, inch by inch, of the seasonal changes in her own back yard. Every tree of knowledge in Johnny's sophomore mind can be seen in two quick glances; she doesn't need a map of all the grass and toadstools and chicken tracks in between.

The beautiful system of recording, first devised by executives and then passed on to the teachers who are asked to pass it on to the pupils, is dominating teaching. Even Johnny has to keep track of what he knows and what he doesn't know. In English, for example, he keeps long sheets of paper filled with such items as: *Irregular verbs, regular verbs, intransitive verbs, transitive verbs*, and out to one side he puts down the number of times he misuses these verbs on themes and tests. At first he is mildly interested in the business, but presently he finds that there is little correlation between the lists of errors on his card and his daily speech and so he begins to put down marks haphazardly throughout the semester just to placate his teacher.

Statistics have their place these days—they form the broad view, the panoramic airplane photograph of the educational countryside. But the tabulating of statistics should not be required of classroom teachers as long as they have overcrowded classrooms. Let those who will make out the red tape—but let the classroom teachers pick up their grading pencils and make very firm and very broad blue marks through the whole business.



The organization of one high school was reported by the principal as entirely upset because of the appointment to the school of a teacher of sewing at the beginning of the term. It is an *all-boys'* school.—N. M. in *The New York Teacher*.

10 Basic Considerations for the CURRICULUM

By

IRVING R. MELBO and WAYMAN J. WILLIAMS

1. *The curriculum should be defined to include everything which happens with purpose in the school.*

The curriculum should not be limited to one specific group of activities and thereby restricted to the extent that it excludes other purposeful school activities termed "extracurricular". The term "extracurricular" implies that such activities are appendages which might be done without. If this is the case, they should be discouraged to the point of extinction. If, to the contrary, the implication is that such activities are worthwhile, they are not extracurricular in nature but should be considered as an integral part of the curriculum. In other words, athletics, dramatics, club activities, and the like, if awarded a place in the entire program, should be considered a vital part of the program and therefore treated as a part of it rather than as an appendage.

2. *The curriculum should be focused upon the contemporary social milieu.*

To focus the curriculum upon the contemporary social milieu means that it shall be directed at the preparation of the learner for living now and in the future rather than

for living in terms of the past. This does not necessarily imply the discarding of all study of the past, but any modern curriculum program must be directed toward living today, toward functional learning for present-day social participation in those activities which are of importance now, and which will probably be of importance in the future.

The past will be studied only to the extent that its contributions are of undoubted value to the present, and not merely to understand better the problems of the past. The curriculum must be directed toward bringing about better and more successful living—not in terms of yesterday and today, but of today and tomorrow.

3. *The curriculum should be organized to give emphasis to persistent social trends of long term significance and especial future import.*

There are certain definite trends in our society which give evidence of being persistent in nature, and which are apparently of long term significance.

For example, there are a number of clearly marked population trends which merit consideration because of their future import. There has been a continuous and strong trend toward the further organization of labor, and with it a decided tendency on the part of labor to demand the right to sell its product on the market on the same basis that the employer has demanded the right to sell his product. There has been and is a trend toward the further extension of the cooperative movement for both producers' and consumers' groups. There has been and is a trend toward increased govern-

EDITOR'S NOTE: *The ten basic considerations in this article deal with the modern socialized curriculum. They were developed by the authors for the Educational Conference, Mt. Shasta Summer Session, Chico State College, California. Doctor Melbo is assistant professor of education at the University of Southern California. Mr. Williams is director of curriculum of the Great Falls, Montana, Public Schools.*

mental regulation of business. There are also many more similar trends, but these serve to illustrate. It is trends of this type which the curriculum must emphasize.

4. *The curriculum should be organized to provide for the development of a set of beliefs and ideals which are socially desirable and of a broad social, utilitarian value.*

By "a set of beliefs and ideals which are socially desirable and of broad social, utilitarian value" is meant ideals which are essential to the preservation and improvement of our democracy and to the furthering of our social order. For example, it is necessary for children to believe that they like others and that others like them. It is necessary for children to develop a faith in the possibilities of human intelligence; to recognize and respect authority; to recognize and understand intelligent obedience; and to understand how freedom is earned and to know how to use it.

5. *The curriculum should be organized to develop progressively in accordance with maturation in terms of social responsibilities as well as in accordance with the physical, mental, and emotional maturation of the learner.*

This consideration is based upon a recognition of the right of the society which is being served by a curriculum to demand and expect certain outcomes from that curriculum. On the other hand, it is necessary for the school to know and to understand the comparative physical development of the children which it serves; and to know and to understand the degrees of mental and emotional development with which it works.

The curriculum must take into consideration each of these factors and must be synchronized with social demands, and with the physical, mental, and emotional development of the learner if its product is to be socially acceptable and a wholesome personality is to be developed.

6. *The curriculum should provide opportunities for experience in the techniques of*

social cooperation as well as opportunities for individual expression.

The successful, continued functioning of our democracy is dependent upon both intelligent leaders and intelligent followers. How either shall be developed is problematical. Society, however, does not want blundering leaders, nor does it want blind followers.

The curriculum should take into account the work which is accomplished through group effort, and should present the methods by which such work is accomplished. There are certain techniques which are essential to successful group functioning, and the curriculum should present the materials essential to make understanding and appreciation of these techniques possible. Correspondingly democracy should guarantee opportunities for expression. This implication should be given consideration in the development of a curriculum and should take the direction of encouraging and fostering the development of the socially worthwhile abilities of each individual who participates.

7. *The curriculum should be organized to make possible the most effective integration of the learner.*

This statement refers to the learners' need for opportunities to accomplish successfully the jobs laid out for them. It is psychologically sound to assume that unless some degree of success is possible, we would tend to be torn apart by the forces which are unsuccessfully controlled. In this respect, children are not unlike adults, but they are in a more plastic period of life and have not had such a wealth of experience to use in meeting problems. It therefore becomes essential that we devise a curriculum which not only broadens the experience of all but which in addition provides experiences in which all may be successful and happy.

8. *The curriculum should make provisions for the practical application of learn-*

ing outcomes in realistic life situations.

There should be opportunities for the learner to make practical applications of those things which he has learned. The curriculum should utilize as many actual situations as possible, and where necessary vicarious situations should be created. There are various opportunities for educational experiences and close participation in the life of any community; this field of opportunity for better education has been barely scratched, and it offers rich possibilities for greatly improved curriculums.

9. *The curriculum should make use of materials and information from any or all areas of human knowledge and should not attempt to retain the separate identities of the areas from which material is drawn.*

The breakdown of traditional subject fields is imperative, for traditional organization will not meet the basic principles listed in this article. Material should not re-

main in isolated areas but should be available for the furtherance of the educational process at all times. Informations and skills are of value only when they are applied in the total scheme of life's pattern.

10. *The curriculum should be organized to encourage critical evaluation and to require a continuous appraisal by all who participate in it.*

Learning is worthwhile only when it is of value to some individual or group. This definition implies that the individual or group has appraised the ideal or object in terms of need and thereafter placed it in its respective scale as having value in relation to other similar things in that scale. This is a basic principle of our society. All who participate in the curriculum should be taught and encouraged to be continually on the alert to criticize intelligently any or all of the curriculum in terms of the value which is received from it.



Recently They Said:

What! We Have a Code?

Compared with other groups, and particularly with other professions, the teaching profession has been tardy in developing codes of ethics, in informing its members of the provisions of those codes, and in enforcing the provisions of the codes. Although the National Education Association adopted a code of ethics in 1929, it is a sad fact that thousands of teachers have never heard of this code; and, never having been informed of it, they could hardly be expected wholeheartedly to follow its pronouncements.—WARD G. REEDER in *The Educational Research Bulletin*.

Point of Ethics

Don't talk about your pupils, especially the cases, outside of school or habitually to your fellow-teachers. This does not bar a non-gossipy exchange of data on individual pupils with your fellow-teachers. But particularly outside of school, have nothing to say about pupils, fellow-teachers, or administration, unless it is favorable.—DR. WILLIAM C. GUNNERSON, in *Sierra Educational News*.

Like and Control

If we don't like a kid because he's from the wrong side of the railroad tracks, because he doesn't come from the right family, or because we don't like his brothers and sisters, then any measure we use to control him will be resented. We merely crystallize his obstinacy.—PROFESSOR HOWARD Y. MCCLUSKY, quoted in *Ohio Schools*.

War and Current Events

In America we are removed from the immediate scenes of the conflagration. What shall our schools teach regarding the conflict? Shall we ignore it entirely and thus strike from the curriculum current events, economics, sociology, and omit all other references from other important subjects on the war? Indeed it would be much easier to hide away in our scholastic cloisters and refight Caesar's Gallic wars and live again with the charming Cleopatra, or solve the geometric theorems of Euclid. It is a safe procedure—no board of inquiry will call upon the teacher of such subject matter.—KARL H. BERNIS in *Ohio Schools*.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: NORA McCaffrey Law, R. ELIZABETH REYNOLDS, GRACE LAWRENCE, EFFA E. PRESTON, JOSEPH BURTON VASCHÉ, C. W. ROBERTS, NAOMI JOHN WHITE, FRANK A. LONN, and ROBERT B. NIXON.

In a certain Western city a political jobholder absconded with some \$10,000 of municipal funds. Whereupon word was passed out to watch all teachers so that no paper clips, blotters, or lead pencils be purloined in the future! N. McC. L.

The menu at class parties—how angels are made. *Mask costumes*—an improvement on facial landscapes.

The clean-up committee—the children who leave as soon as refreshments are served.

All Saint's Day—an overlooked opportunity to close the schools. G. L.

Dizzy Episode

I envy the person who is a good teacher and knows it. There must be great satisfaction in being confident of one's ability. I am not so sure of mine.

By accident I received an enrolment card in my overflow study hall for a girl, who, also by accident, appeared. When a check was made two and a half weeks after school began, it was found that she should have been reporting to a class at that hour.

The principal called her to the office and asked why she was not in Mrs. M.'s English class the fifth period.

"I thought I was in an English class," she replied. R. E. R.

November Glossary

Thanksgiving recess—the teacher's opportunity to freeze with the farm folks back home.

Turkey—the inspiration for family reunions and fights; or, what the board talks to the superintendent.

Yellow yams—teachers who effectively differ with us in policy.

Gravy—what the principal hands individual teachers who have personality clashes.

Mince-meat—a long-sublimated nomenclature for the ultimate outcome of a process we should like to try with certain children.

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

The truly progressive teacher (yes, there are a few) isn't the happiest. Remember, the earliest Christian got the hungriest lion. E. E. P.

Whither the Core Curriculum?

A mid-morning visitor to one of the West's outstanding progressive high schools was curious as he observed a group of boys, fishing poles and all, practicing fly-casting in the quiet of the main hall.

As he approached he asked the boys why they were engaged in this activity. One responded, "I don't know for sure, but I guess it is some more of that core curriculum stuff." J. B. V.

"What ails the schools?" asks the *Survey Graphic* of 30 leading educators. The school is O.K. Sometimes it's just the principal of the thing. C. W. R.

Come Home to Roost

Fifteen years ago I knew a woman county superintendent who said that no female with bobbed hair need ever apply to her for a job, and that if any teacher of hers cut her hair, she might just as well write out her resignation. Five years later the county superintendent was sporting a shingle bob.

Ten years ago I had a superintendent who said that any woman teacher who plucked her eyebrows could expect to land on same outside the school door. And he married a woman who spends an hour every morning drawing Chinese roofs on her forehead.

Five years ago I knew a principal who said that if he ever caught one of his women teachers smok-

ing, he would consign her immediately to the hire-fire of job hunting. His daughter drives down Main Street now with a cigarette dangling from her lips.

And yesterday I heard a school board member say that a teacher seen at a night spot wasn't fit to associate with the children of decent people. . . .

N. J. W.

In one school, teachers regularly discipline younger gum-chewing pupils by removing the morsel and sticking it on the end of the offender's nose. In spite of all those nice chewing-gum ads in certain eminent educational journals!

J. B. V.

Lucy to Jenny

"Don't be such a rookie, Jenny, even if you are a beginning teacher. . . . What do you mean, you don't understand why everybody snickered when Old Hard Tack asked for more participation at faculty meetings? . . .

"When you've been late to dinner as many times as I have, darling, because Hard Tack talked so much himself at faculty meeting, you'll want to keep quiet too. We'd do anything to get out on time."

F. A. L.

From a medical article: "Teachers, as a profession, are liable to disorders of the lungs." In other words, the mold on our academic minds gives us asthma.

E. E. P.

"Worthy Use of Leisure"

We have tried to educate for worthy use of leisure time. The result? Upon graduation from the diploma mill, Pat and Narcissus have decided to go on relief—in order to have more "leisure time".

Why not educate for worthy use of working hours by getting a little work out of the youngsters during their schools days? If we don't, Pat and Narcissus will some day join a pressure group to demand that the schools teach their children to work. The pendulum does swing.

R. B. N.

Dept. of Re-Titling

Classwork in "progressive" schools has changed so much that it is not fair to call the subjects by their old name. But in deference to the die-hards we recommend the minimum of change in the ancient nomenclature.

1. *Latin*—where "Life of the Romans" is dramatized; costumes are made in class; smooth manners taught—SATIN.

2. *History*—where battles, riots, and revolutions are widely acted before an amused class—FISTORY.

3. *Algebra*—where taught with all its application to laying out a ball field; timing sporting events; football plays—ALGY-RAH!

4. *Civics*—where "how to behave like human beings" is the predominate theme—LIVICS.

C. W. R.

8-Point-Type Jobs

It isn't the actual work required of the average teacher that she objects to—it is the intensity and persistency of it: the needless recording and filing.

There are times when she feels in complete accord with her newest sophomore, Walter. Walter says that he objects to James Fenimore Cooper as a novelist because he wrote in too fine a print. And the average teacher feels that her objection is much the same—it isn't the story she disapproves; it is simply that she is having to teach in too fine a print!

N. J. W.

Teachers would be much better off if they only wouldn't take everything they say so seriously. And why should they? No one else does.

E. E. P.

Manifesto to Professors

It's time for a revolution in teacher-training institutions.

For decades the stiff-collared perfessers have dished out pedagogical hokey in their required curses. Instead of confining history of education, psychology of education, classroom methods, curriculum, guidance, and administrative practices to single well-organized and well-taught courses, the typical professional school presents a study program of from fifteen to twenty-five requirements, each one retracing dates, facts, and ideas presented in all of the others.

This sawdust is reground and rescattered so many times that the prospective teacher is choked long before the training period is completed. Less hours spent on this repetitive busy-work would give more time for gaining a background for teaching—a broad program of supervised visitations, observations, and diversified activity participation would prepare real teachers for real teaching.

There is just *one* place for curriculum revision to start, and that is at home—in the normal schools, in the teachers colleges, and in the schools of education of the universities.

J. B. V.

Haldane's STUDY DAY

By
WILLIAM J. HAGENY

helps extracurricular activities

AT THE Haldane Central High School provision has been made for the bus student's participation in all the extracurricular activities, and also for an adequate amount of time for club and activity meetings, by setting aside one day a week as Study and Extracurricular Activity Day. It is known by the students as Study Day.

Wilson¹ in his recent supporting study for the New York State Regents' Inquiry reports on a visit to the Haldane High School and his observation of Study Day. He says:

"One of the best of the plans for developing a full life within the school seems to be the plan as the writer observed it in the school in Marswood (fictitious name used in the volume for the Haldane Central School, Cold Spring, N.Y.)."

This organization of extracurricular activities in a single day's program was originally developed at Peekskill High School by Dr. P. R. Spencer. It was discarded there after many years, and later was organized at Haldane High School.

On Study Day (Wednesday) an entirely different schedule is followed than on Monday, Tuesday, Thursday and Friday. All

¹ Wilson, Howard E., *Education for Citizenship, a Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York*. New York: McGraw-Hill Book Company, 1938.

EDITOR'S NOTE: *The busses that bring students to a central high school often must whisk them off for home so early in the afternoon that they cannot participate fully in the extracurricular activities. Study Day has overcome this obstacle in the Haldane High School, Cold Springs, New York. The author is supervising principal of the school.*

extracurricular activities, and subjects formerly regarded as extracurricular—such as chorus, glee club, band, orchestra, etc., are definitely scheduled for certain periods of approximately fifty-five minutes each. The weekly school assembly is also scheduled on that day. Some activities, such as band, can meet two periods in succession, thus giving ample practice time.

The rest of the schedule on Wednesday consists of a regularly organized program of time and place stations in definite rooms with teachers throughout the day. On periods when the student is not registered in an activity he has several choices.

If for any reason he is retarded in any subject, he may be asked to report to the teacher of that subject once or several times on Wednesday. If a student has been absent and has missed some important work, he will be required to report to certain classes on Wednesday. A student seeking additional help or a conference with his classroom teacher may elect to meet that teacher in any of his available periods. Other students not registered in an activity for a certain period may schedule the gymnasium or the library. Regular gym classes are not programmed for Wednesdays and the students may take part in informal, supervised gym work, or in intramural games.

The pupil-accounting check for Wednesdays is accomplished by a Study Day program card made out by the student during the attendance period in homerooms, before the passing of classes. On this card, ruled off for the seven periods of the day, the student lists his program for Wednesday. Checking with a mimeographed copy of Wednesday's schedule, he lists the extracurricular activities in which he is regis-

tered, any classes that he may be required to attend, any classes he voluntarily wishes to meet, and gym or library sessions.

Incidentally, in the classes meeting on Wednesday, there may be in any one teacher's room students taking a number of different subjects taught by that teacher. However, since the pupil-teacher situation is largely individual instruction on Wednesday, this mixture of students in one room does not cause confusion.

After he completes the listing of subjects or activities for every period, the pupil's Study Day card is checked by the homeroom teacher. As part of his guidance work, the teacher makes sure that students obviously needing certain additional instructional aid schedule meetings with the proper teachers.

This program card is carried by the student from class to class and at the end of every period the teacher stamps his name for that period. The card is turned into the homeroom teacher at the end of the day and a check is made to see that every period has been accounted for.

The regular classes meeting on Monday, Tuesday, Thursday, and Friday average

fifty-five minutes in length, and in this way the student receives about the same amount of regular class instruction as the student having five forty-three-minute periods. The slow student, under the study day organization, receives much more valuable help from the teacher in individual conferences on Wednesday.

In effect, this system merely allows the brighter student more time for study or the library, or the gym, and allows the teacher more time to help Mary or John, who needs more individual help. Of course, it also permits a regular schedule, with ample time, for extracurricular activities within the school day and within the time limit of the student who may have to leave on the school bus directly after the close of school.

The writer holds no brief for this system of Study Day as a program applicable to all kinds and all sizes of schools. It has met the needs of the pupils and teachers at the Haldane High School by raising the level of scholarship for the three years that it has been in effect, and it has enabled all the students to participate in an extensive and effective activity program.



The Seventh Grade Proves Worthy

By HELEN HALTER

The class had been debating the whole period as to whether they should send in a petition to the Traffic Squad protesting the unfair action of some of the members. A number of the class were timid.

"We're only seventh graders."

"There are some tough fellows on the Traffic Squad."

"They certainly would have it in for us if we sent that petition."

"Maybe we wouldn't have to sign our names."

The class knew their rights and hated to give up the idea of asserting them, but couldn't get past the idea that they might have to suffer unpleasant consequences. The teacher let them talk it out. Once in a while she mentioned the justice of our cause. But they must decide. It looked discouraging. A

whole period gone and nothing accomplished, it seemed.

And then one little boy took the floor. "Just think for a minute about the Declaration of Independence. The men who signed that were risking having their heads cut off, but they signed. What would they think of us, worrying about signing our names to a little traffic petition!"

Eyes lit up. Resolution shone in their faces. The class voted to send in the petition. Busy minds framed it. It would be copied carefully and signed. The bell rang. The class left the room.

Was there a new set of the shoulders as they walked out of the class? Had there been a quickening of the beat of their hearts? Was there a new appreciation of democracy?

PLAY READING *to* AROUSE THOUGHT

By DOROTHY CATHELL

A WIDESPREAD criticism of modern education charges that the present-day schools are not training pupils to think. Certainly a very small percentage of pupils in the average American high school are deeply concerned, or concerned at all, about the vitally important problems that they will be facing in a very few years.

For this reason, the intelligent teacher must constantly be searching for material that, while suited to the curriculum, will at the same time awaken the social consciousness of his pupils and set them to thinking constructively. Such material may be found in abundance in the works of our modern dramatists and has the added advantages of being not only comprehensible to the average high-school student—an advantage unfortunately not possessed by the great tragedies of Shakespeare—but also decidedly interesting.

Because of the great variety of plays available in printed form, almost every pupil will be able to find some plays that he will thoroughly enjoy, and because of the wide

range in styles of writing, teachers can with little difficulty divide plays into groups suitable for all types of readers from the most brilliant to the slowest. While only a high I.Q. may be able to appreciate Maxwell Anderson's "Winterset" or Rostand's "Cyrano de Bergerac", even the dullest pupil will thoroughly enjoy Tarkington's "Seventeen" or Clifford Goldsmith's "What a Life".

In fact, because dialog is so much easier to read than description or even narration, teachers will discover to their delight that slow readers will welcome play reading, once they are introduced to it, and that pupils supposedly immune to the reception of ideas from the printed page will show a genuine interest in plays like O'Neill's "Beyond the Horizon" and Galsworthy's "Strife".

To start pupils thinking in terms of human relations, plays of family life offer an easy and natural beginning. Lewis Beach's "The Goose Hangs High" shows how the younger generation can shoulder responsibility; "Craig's Wife", by George Kelly, illustrates the disastrous consequences befalling a wife who makes a god of her home. Howard's "The Silver Cord" raises the question, most interesting to adolescents, of the extent to which a mother has the right to control the lives of her grown children. Boys may scoff at Barrie's clever Maggie in "What Every Woman Knows", but they sometimes will admit man's dependence on the weaker sex.

What about divorce? Milne's "Dover Road" suggests an interesting if rather unusual solution for dissatisfied couples; Clemence Dane in her poignant "Bill of Divorce-

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EDITOR'S NOTE: *This article reports the author's personal experiences in the use of modern plays as reading materials in an eleventh-grade English class. The purpose of the play reading was to develop classroom discussions on the social problems involved, and to provide opportunities for character guidance. Plays for various mental levels were available. And dramas like Eugene O'Neill's "Anna Christie" and Noel Coward's "Design for Living" were not omitted. Miss Cathell teaches English in the Abington, Pennsylvania, High School.*

ment" offers much food for thought; "Fly Away Home" shows the broken home; and Barry's "Philadelphia Story" presents still another angle of the situation. Young people wish to know about marriage. Why shouldn't they? Lead them from the hilarious comedy of Craven's "First Year" to the more sober financial and emotional problems of Anderson's "Saturday's Children", and then let those that are mature enough read Shaw's lovely "Candida".

No teacher need worry if some exploring reader selects one of the plays that deal with illicit love. Young people are much more honest and clean-minded than their elders. Face their questions frankly and make clear to them the fact that the discussion of so-called moral problems is not in itself immoral; that a play is not immoral, no matter how frankly it may deal with life, unless it leaves its readers with a lower standard for living, unless it makes fun of purity and loyalty and honor, unless it makes one feel that wrong is excusable or even justifiable.

I well remember one rather intelligent girl who condemned "Anna Christie" as outrageously immoral and lauded to the skies Noel Coward's "Design for Living" as so charming and clever. The discussion that followed cleared the air of a number of misconceptions about morality.

Since even the most moral adolescents find stories of crime fascinating, boys especially will read avidly such plays as Wexley's "Last Mile" and "They Shall Not Die", "The Criminal Code" by Flavin, "Within the Law", and, of a much better type, Galsworthy's "Escape", "Justice", and "The Silver Box". The reading of these plays will open the way for a class discussion of the causes of crime, the relationship between the criminal and society, court methods, and the responsibility of the individual citizen in preventing and curbing crime. Wexley's two plays offer excellent examples of the use of propaganda with facts exaggerated and twisted to serve the author's purpose. Pupils should be warned to look for such

exaggeration in their reading and to try to determine where the author oversteps the bounds of realism.

Similarly classes can be led to distinguish between the realistic and the romantic interpretation of life. Matthew Arnold's test of literature still forms an excellent yardstick—"to see life clearly and to see it whole". Even boys and girls in their 'teens, though handicapped by limited experience of life, are surprisingly alert to sense the falsity of some action used by the author merely to make his plot work; to appreciate the unnaturalness of overworked coincidence; and to understand the weakness of the forced happy ending (although adolescents do love happy endings). As boys and girls learn to look for truthful presentation of character and situation in drama, so do they gradually establish for themselves not only a set of literary values but of social standards as well.

Class reactions to English plays, for example, reveal how deep-seated are our beliefs in the equality of man. A group of juniors who saw Walter Hampden in "The Admirable Crichton" were outspoken in their disappointment at the ending. "Why couldn't Crichton marry the Lady Mary? He was the best man in the crowd", they protested.

The ensuing discussion of English social distinctions brought a comprehension of Barrie's refusal to let romance conquer reality, but it also evoked vehement condemnation of any such social barriers. However, a few pointed questions from the teacher on cases of social discrimination within their own groups led to heated argument and reluctant admissions that even in the public schools of these United States social classes do exist. In theory we may swear by democracy, but in practice we are slow to accept those who "don't belong". "The Skin Game" and "Loyalties", by Galsworthy, make interesting reading for those who wish to delve further into this subject; and Paul Green's "House of Connelly" pre-

sents an excellent study of the caste system in operation in America.

For boys and girls living in a world beset by war, war plays hold a natural interest. "What Price Glory" with its rough humor and brutal tragedy may prove more popular than the quieter but infinitely more powerful "Journey's End", but the reaction is always anti-war. Paul Green's "Johnnie Johnson", Irvin Shaw's controversial "Bury the Dead", Sherwood's brilliant and sophisticated "Idiot's Delight"—each presents its own philosophy, but if one may judge from the comments made by pupil readers, all lead to the same conclusion: we must not get into another war!

Even plays of wars long past add their contribution to the growing sentiment against international slaughter: Anderson's "Valley Forge" demonstrates that self-seeking politicians, hampering red tape, and soulless profiteers do not belong exclusively to the twentieth century. Bernard Shaw's "Devil's Disciple" and "Arms and the Man" by ridiculing war preach valiantly the cause of peace.

Another type of conflict less thrilling but exceedingly important is the bitter struggle between capital and labor. Although it is an English play, "Strife", by Galsworthy, offers one of the least prejudiced studies of this warfare. Pupils like the dramatist's fair treatment of both sides of the case and realize fully the forcefulness of the ending, in which employer and employee have both lost so much and gained nothing.

Once aroused to these problems of class struggle, many of the more intelligent students will wish to read "Street Scene" with its sordid picture of slum life; "The Hairy Ape", exaggerated but powerful tragedy of the man from the lower depths who makes futile efforts to climb out of the abyss, and, best of all, "Dead End", a play with a strong appeal for high-school boys, showing as it does the plight of the slum youth whose environment leads too often to a career of crime. Few indeed are the boys who will not

read "Dead End" with intense interest and awakened social conscience.

But Kingsley in "Dead End" contents himself with showing the evil inherent in slum conditions. After reading the play, some will ask, "Why do such conditions exist?" Others may go a step further and inquire, "What can we do to remedy these evils?"

Plays on the theme of politics may not provide an answer to such questions, but they will suggest an explanation of why the problem still remains unsolved. "Of Thee I Sing" and "I'd Rather Be Right" are hilariously funny even in cold print, but intelligent readers will soon discover some unpleasant truths about American politics poking their heads through the humor. Anderson's "Both Your Houses" makes those truths still more obvious, so much so that some of our future voters will comprehend that the American electorate is not getting its money's worth.

Elmer Rice's bitter "We the People" gives another slant on the question, while "Judgment Day" by the same author demonstrates that dictatorship, while effective in getting results, is not America's remedy for corrupt politics. Girls will enjoy the feminine touch in American government as illustrated in Kaufman's shrewd "First Lady", and such plays as Behrman's "Rain from Heaven" offer material for discussion on European theories of government.

If a consideration of our political weaknesses elicits the opinion that greed for money lies at the root of most of our political corruption, the teacher may recommend that the class read Owen Davis' "Icebound" and Sidney Howard's "Late Christopher Bean" for examples of greed's deteriorating effect on human character. Questions to discuss: Is this strong desire for wealth an outstanding characteristic of our people? Do we measure success too exclusively in terms of material possessions?

Philip Barry in "Holiday" delightfully satirizes the typical business man with his

dollar yardstick and makes us feel that perhaps there is some sense to the young hero's revolutionary plan of enjoying life while young and postponing the sordid task of dollar collecting to later years. "Beggar on Horseback" uses the fantastic exaggerations of a dream to convince its musician hero that doing independently the work he loves and marrying the girl he loves are more desirable than fame and fortune. The young pugilist in Odets' "Golden Boy" follows the lure of the prize ring and learns too late what price he has paid for success.

It is a good thing for boys and girls in the last year of high school to clarify their aims and ambitions. What do they want from life? Men and women must be willing to make sacrifices to gain what they want most; if, after such sacrifice, the attained goals turn, like Percival's vision, to sand and thorns, it may be too late to take another road. O'Neill's "Beyond the Horizon" reveals the tragedy that may result when a man, blinded by the glow of romance, chooses the wrong vocation. No other play made so strong an impression on my pupils or produced such sincere and thoughtful comments.

"Men in White" by Kingsley reverses the picture. Doctor Ferguson gives up social position, romance, and wealth for his surgical career, but the play does not minimize the hardships and heartaches involved in his choice.

Then, for a climax, urge your classes to read "Yellow Jack" by Howard. Here men voluntarily cast aside all that the world calls valuable and offer their lives that other men may live in a world freed from the scourge of yellow fever. "He that loseth his life shall find it," declared the great Teacher, and those "hard-boiled", profane, common soldiers in Cuba took that hardest road of self-sacrifice.

Most adolescents thrill to the glory of such heroism, for they have not grown beyond the age of idealism, and many of them are deeply religious. Jerome K. Jerome's

gentle fable "The Passing of the Third Floor Back" is so explicit in its teaching of practical Christianity that, after a hint from the teacher about the true identity of the Stranger, most pupils will appreciate the play. More melodramatic and therefore less real is Pollock's "The Fool"; more subtle and harder to comprehend is Kennedy's "Servant in the House", teaching Christian humility and the dignity of labor. "Outward Bound" seems difficult except to the more intelligent readers. "Susan and God" by Crothers at least brings religion very much up to date. Roman Catholic pupils will especially enjoy Sierra's "Cradle Song" and "Kingdom of God" with their quiet beauty, and Paul Carroll's "Shadow and Substance".

Although few pupils may be willing to voice their religious ideas in class, many will express themselves freely in writing. A few leading questions will serve to point their discussions.

From religion to death the transition is easy. The very fact that death seems so remote from youth may explain young people's interest in the topic. "Death Takes a Holiday" combines the advantages of easy reading, exciting plot, and very clear allegory. "Outward Bound" is less popular because more difficult to understand. "On Borrowed Time", fantastic as the idea is, attracts young readers because of its humor and its commonplace atmosphere. "Our Town", though easy to read, presents a rather morbid philosophy that few young readers, fortunately, are willing to accept.

While fantasy is not generally popular with the matter-of-fact modern youth, readers with any imagination appreciate Anderson's "Star Wagon" because, although the machine may be impossible, it works. For comparison they may read Barrie's "Dear Brutus", in which the characters reap much fewer benefits from their return to the past. "Berkeley Square" and Barrie's "Mary Rose" offer further illustrations of the unhappy consequences of playing hopscotch

with time, an always fascinating subject.

Modern drama brings to life for modern youth almost every important problem of our present day in terms that he can understand.

What are the evils of yellow journalism? Read "Five-Star Final" or "The Front Page". Is America free of race prejudice? Paul Green's plays present forceful evidence in the case. What about the younger generation's own problems? There are dozens of plays—Crothers' "Mary the Third" and "Nice People", Barry's "The Youngest" and "Spring Dance", Tarkington's ever popular "Seventeen", VanDruten's "Young Woodley", O'Neill's "Ah, Wilderness" with its fine study of a father and his son, "Brother Rat", and "What a Life", etc. The boys and girls will find them—and when they do, they will not want to stop reading or talking of what they have read. The teacher's problem will be to use a brake, not an accelerator.

SUITABLE BOOKS OF PLAYS

BARRIE, J. M., *Representative Plays*. New York: Charles Scribner's Sons, \$1.75.
Chief Contemporary Dramatists, edited by Thomas

H. Dickinson. Boston: Houghton Mifflin Co.
 COWARD, NOEL, *Play Parade*. Garden City, N.Y.: Doubleday, Doran & Co., \$3.
Curtain, edited by Virginia Church. New York: Harper & Bros., \$2.
 GALSORTHY, JOHN, *Plays*. New York: Charles Scribner's Sons, \$3.
 GREEN, PAUL, *Out of the South*. New York: Harper & Bros., \$3.
 IBSEN, HENRIK, *Plays of Henrik Ibsen*. New York: Tudor Publishing Co.
 ODETS, CLIFFORD, *Collected Plays*. New York: Modern Library, Inc., 95 cents.
 O'NEILL, EUGENE, *Nine Plays*. New York: Dodd, Mead & Co., \$3.
Pulitzer Prize Plays, 1918-1934, edited by Kathryn Coe and William H. Cordell. New York: Random House, \$3.75.
Representative American Dramas, edited by Montrose J. Moses. Boston: Little, Brown & Co.
Representative American Plays (1767 to the present), edited by Arthur H. Quinn. New York: D. Appleton-Century Co.
Seven Contemporary Plays, edited by C. H. Whitman. Boston: Houghton Mifflin Co., \$1.20.
 SHAW, BERNARD, *Nine Plays*. New York: Dodd Mead & Co., \$3.
Ten Best Plays of 1938-1939 (and of each preceding season), edited by Burns Mantle. New York: Dodd, Mead & Co., \$3.
Theatre Guild Anthology. New York: Random House, \$3.75.



Blackballing Consumer Education?

We have observed a tendency on the part of business men and their spokesmen to indict consumer education as unworthy, and by implication unpatriotic because it is "radical" and because radicals are in control of consumer education. This is most unfortunate. There is a small, though quite small, proportion of truth to the comments being made. The consumer movement is radical in the sense that it sees something wrong with the distributive system and proposes to do something about it. This "something" is educating the consumer to be aware of his power; to make him conscious of values; to give him standards by which to judge goods and services; and to suggest that facts which the government has been giving to the business man himself also be made available to the ultimate consumer. Label these procedures radical if you will; to us they look like typical American business practices.—HERBERT A. TONNE in *Journal of Business Education*.

The Superintendent Represents . . . ?

One writer suggests the superintendent should represent the teachers and not the public before the board of education. Certainly he should be sympathetic to their requests and should stand firmly for their rights and fair treatment; but, in my opinion, he is myopic indeed if he doesn't remember always that he is responsible to the community at large for an equally understanding attitude toward their problems. Sometimes he seems to be the only person in the city who knows that a certain teacher is a waste of the taxpayers' money and a positive drawback to the children she is supposed to help. The teachers have never yet asked for the administrative task of discharging a faithless member of their group; they are quite willing to leave this to the superintendent. He must continue to represent both the teachers and the public, or he is unworthy of the confidence imposed in him by the board of education.—HENRY H. HILL in *Peabody Journal of Education*.

PUPILS WILL DANCE!

A small high school faces the issue

By MEREDITH CROMER

WHAT TO DO about school parties and public dances? This problem confronted the high-school faculty at Douglass, Kansas, in the fall of 1937-1938.

Something needed to be done. Class parties were unpopular even with the students. A certain group used them as an excuse to get away from home at night, while those who did not attend often appeared outside to harass those who did. Frequently parties were rough and noisy—on one occasion a piano was upset and badly damaged. Then too, these parties aggravated that troublesome factor known as “class spirit”.

A service organization in town sponsored a public dance every week. This brought into town a bad element, but nothing could be done about it. High-school students were going to dance and to them one place was as good as another.

Pressure from ministers and other influential persons had kept the school from sponsoring parties where dancing was allowed, but now parents were complaining and asking why the school did not do something.

The superintendent and the principal



EDITOR'S NOTE: Douglass, Kansas, has a population of 850. Enrolment in all six grades of the junior- and senior-high-school level is 180. The more conservative element in the town, including the ministers, had kept the high school from sponsoring parties at which dancing was allowed. But following a questionnaire to parents, the program discussed in this article was launched successfully. Mr. Cromer is principal of the high school.

discussed the problem with the Student Council. The group was interested and eager to cooperate.

As the first step in feeling out public opinion, the Council, with the aid of the sponsor, developed the following questionnaire:

1. Name _____ Date _____
2. Do you have any children in school? Yes —
No —
3. Would you be in favor of properly supervised school parties where high-school students could dance, play ping pong, checkers and dominoes?
(It is understood that no one but high-school students and sponsors would be admitted to such parties. Furthermore, when a student once leaves the party he may not return again that evening.)

REMARKS:

Members of the Council personally distributed about 75 questionnaires to parents and influential persons in town. Only one negative answer was received—from a person generally considered “queer”. All replies were filed for future use. Naturally the community was interested in the results; they made good copy for the school and town papers.

The school year of 1937-1938 ended shortly after the study was completed, but at the beginning of the next term, members of the faculty discussed with the Council the possibility of substituting a monthly all-school party for the regular class parties. The group welcomed the suggestion and immediately began making plans for selling the idea to the student body. Council members made talks during homeroom periods; editorials, features, and news stories were run in the school and town papers; and it was discussed in an assembly. Parent and student sentiment was favorable.

The first all-school party was held the

last of September in 1938. Emphasis was placed first on keeping the parties clean, and second on providing a variety of entertainment sufficient to keep the party alive and moving.

To carry out the first principle, all faculty members and their wives were invited to attend and enter into the fun. However, it was suggested that men faculty members not dance with high-school girls. A school organization ran a pop-and-candy stand near the dance floor. Outsiders were not allowed to enter the building unless they had a good reason. The town marshal cooperated and little difficulty was experienced in this respect.

A half-hour floor show by the students and faculty, square dancing, folk dancing, and of course conventional ball-room dancing kept interest rather high throughout the evening.

For this and for subsequent parties the school has rented a microphone and a loud-speaker. These not only help the student-pianist, but are also an aid to the youthful master of ceremonies when he announces the floor show. Students who attend pay ten cents for each party to help defray ex-

penses. The parties are held on Fridays if possible. They begin at 7:30 P.M. and end promptly at 11:00.

It is felt that these parties have been a success in Douglass for six main reasons:

1. Many boys who formerly went to class parties in old clothes or overalls, bent on having a noisy good time, now come dressed in their Sunday clothes and their Sunday manners.

2. Through folk dances many timid boys and girls are gaining self-confidence and a little poise. In fact a number of them have attempted to master the modern dance in its simpler forms. A few are more expressive in their regular classroom work.

3. A number of persons in the community who formerly opposed the plan have either ceased to talk against it or now praise it.

4. Several parents have said that it is no longer a problem to keep their children away from public dances, since they have more fun at the school parties.

5. Attendance has been good: An average of 100 students attended the seven parties held during the school year of 1938-1939.

6. School spirit is markedly better, class spirit is more restrained.

English Classes Help in Orientation

By ADDIE GLEO BOWMAN

SEVENTH-GRADE pupils in the English classes of Manhattan Junior High School have helped during the past two years in the orientation program for sixth-

grade pupils. One of the spring projects in the classes is the editing of a booklet, *Manhattan Junior High School*.

The procedure for the publication starts with a discussion period during which seventh-grade pupils discuss the problems which they encountered when they entered the junior high school the previous September. The problems are listed on the board at the time of discussion and in the order in which they are mentioned; they are later transferred to notebooks by the pupils.

Next the problems must be organized under the general headings of "introduc-

EDITOR'S NOTE: *Each spring the seventh-grade English classes of the Manhattan, Kansas, Junior High School begin a series of projects that will assist in the orientation of sixth-grade graduates in their future new environment. The author of this article discussing the projects teaches English in the junior high school of that city.*

tion", "building", "subjects", "organization", and "specials". The organization involves the study and practical use of the outline.

Pupils volunteer to write on one or more of the topics, according to their interests and knowledge. A check-up by the instructor prevents omissions or too frequent duplications. Each pupil, after writing his draft of the topic, rechecks it for sentence structure, capitalization, and punctuation. All who have written on subjects under the same general heading then meet in a group, read the contributions aloud to the members of the group, make suggestions, revise, and finally select two compositions for each topic. A committee is later selected to work with the instructor in the final judging of work for the publication.

All compositions which receive final recognition are recopied in ink before they are sent to the typist, who is paid from funds of the activity department. The typed copy is delivered to the boys in the printing department of the junior high school.

As a part of the speech unit of the English course, pupils prepare short talks to be used in the presentation of the booklets to the sixth-grade pupils of the city schools. Classmates ask numerous questions on the organization of the school, and each

speaker must give well stated answers. After the talks have been given, a class discussion is held and the outstanding parts of the numerous talks are pointed out by class members and the instructor. Pupils are selected to deliver and present the booklets to the sixth-grade classes of the five grade schools.

The delivery and presentation of the booklets take place on the Friday preceding "Move-Up Day", the day on which all sixth-grade pupils report to assigned home-rooms in the junior-high-school building.

On "Move-Up Day", which is Monday of the last week of the spring semester, the sixth-grade pupils are prepared to meet the new situations in an intelligent manner. They ask questions on major problems with the intelligence of those who are acquainted with minor details.

Manhattan Junior High School motivates English work by affording opportunities for oral expression, organization of thoughts, written expression, choice of values, and interest in others. It gives the printing department of the school an opportunity to serve the entire system. It offers to the pupils of the sixth grade a sense of security and ease at the time it is needed, and it also serves pupils from rural schools when they enter the junior high school in September.



Change Your Emphasis

To make this theory of the teacher's responsibility for guidance workable does not necessarily mean a new training for teachers, nor does it even imply that our present teachers are not competent to work it successfully. It means that the classroom teacher must reorganize his own thinking, and in most cases set up in his own mind a new and entirely different list of objectives for which he must strive to attain in his teaching. This theory does in no way add to the duties or responsibilities of the already overburdened teacher. It merely means a complete change of emphasis in our schools.—FRED E. TIPTON in *Ohio Schools*.

Courses and Coons

Each new course added (to the high school curriculum) has been like Dave Crockett's coons—the crowding out of some other course in the curriculum. Doctor Tyler uses this story as an illustration. One day Dave Crockett hunting in the woods saw coon after coon enter a hollow log. He was puzzled that one log could hold so many coons. As he drew closer and observed, he gazed amusedly. Whenever a coon entered the butt of the log, the one at the other extremity crowded out would scramble to the rear to reenter. There was one too many coons!—MRS. GRACE J. CALKINS in *Sierra Educational News*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

The "child Blitzkrieg" that spread destruction through the World's Fair on October 27, when 150,000 New York City high-school children had the run of the place on 5-cent admissions, might be considered the most significant educational news of the past month. Reported the *New York World Telegram* the next day:

"An army of workmen—painters, carpenters, gardeners, general repairmen—labored today to patch up the havoc. . . . Clean, brilliant walls of exhibit buildings were streaked with pencil, crayon, chalk marks as high as a school boy could reach. Purple lipstick, which defied soap and water, traced student names on the base of the Trylon. . . . Initials were carved in the soft base of the huge statue of George Washington. Flower beds, lawns, lay ruined, crushed by the heels of thousands of children. . . . Hundreds of telephones were yanked apart, several were missing. . . . Boys roved in bands of 20 or more, armed with souvenir canes, poking exhibits, people, pulling girls' hair. . . . Stacks of maps and literature were seized, torn in scraps, scattered about. . . . Buttons and levers of thousands of automatic exhibits were pushed and twisted by thousands of fingers, and fared badly. . . . Even the press building, plainly marked private, was entered and typewriters dumped off desks."

Stated one official: "Things (at the Fair) will never be quite the same." Thoughts of Dr. Ira S. Wile, psychiatrist: In a mass, at any age, individual responsibility declines. But it is plain that the children have not been thoroughly inculcated with respect for property. They should be "trained to freedom, instead of being trained to discipline."

Sex education in the high school is being promoted actively by the U. S. Public

Health Service. First step of the campaign was September publication of Benjamin Gruenberg and J. L. Kaukonen's manual, *High Schools and Sex Education*. Further steps, to be carried out with close cooperation of educators: series of teachers' and parents' handbooks, pamphlets for children, visual materials for the schools.

Fuel for the advocates of consolidation: Figure-compiling by Okmulgee, Oklahoma, County Superintendent James Nevins shows the following per capita costs of education based on average daily attendance: for 2- and 3-room schools without high schools or transportation, \$72.14; for larger schools that furnish transportation and high-school privileges, \$64.07.

For the first time in the history of American education, a comprehensive battery of objective examinations is being designed especially for use on a nation-wide basis in testing candidates for teaching positions. On a Carnegie Foundation grant, the American Council on Education has organized the project. Next spring trial examinations may be held in 8 or 10 centers of the country. The tests are not designed to be the sole, or even most important basis of teacher selection, but as an available means of assisting administrators in that task.

The Consumer Education Journal's Vol. 1, No. 1 appeared in October. It is published by the recently formed Consumer Education Association, at 45 Sunnyside Avenue, Brooklyn, New York.

The mental and physical stamina of 40,000 employees of the New York City school system are being checked by the

(Continued on page 192)

EDITORIAL

The "Dead End" Grade

SOMETIMES it appears that the American public schools are still operated too largely by devices. For several generations leaders in education inveighed against the arbitrary standards for promotion and the crime every school committed against students who were "left back" when remedial instruction or some reasonable adjustment of the standards would have saved many from the unnecessary ignominy of failure.

Today there is a wholesome trend evident, a movement to employ individualized standards in appraising school success, and to engineer the school program so that success is assured for every child. Like everything else in educational practice, this trend is followed by the unwise as well as the understanding practitioners, and there are many undesirable outcomes concealed in the phrase, "automatic promotion".

Promotion is never automatic. It is designed. It is engineered. It represents the educational efficiency of the school. Promotion is never automatic, any more than clearing the bar in a pole vault is automatic. The teacher, like the coach, must help the student to achieve the highest vault of which he is capable.

Simply to lower the bar to a height where everyone will clear is not coaching. This is so obvious that one is obliged to believe that those who lower the bar and talk very loudly about "automatic promotion" must do so in some instances out of malice rather than ignorance.

There are always some teachers who are not convinced of the desirability of the generally accepted change; there must be some who choose to sabotage a plan for generalizing school success, preferring by every means possible to maintain the

emphasis on what they consider "standards".

These remarks are occasioned by our observations of certain difficulties in carrying through a successful demonstration of the feasibility of more flexible promotion standards, and in developing a more general concern for universal school success as an ideal. In several of the largest school districts in the country the administrators have organized such a demonstration. But figures indicate that, in at least one of these districts, there is a high student mortality (academically) in the ninth grade.

It is a symptom of mismanagement, certainly, if there is a grade where students are brought up short against a stone-wall standard of academic achievement.

If the fault lies with the principals and teachers of secondary grades, who have for many years been obsessed by the bogey of college entrance, then it is time to make some sensible adjustment in standards for high-school work. But the fault may be in the elementary grades—we say this at the risk of appearing both superficial and reactionary. The fault, indeed, may be in both elementary and secondary schools. It is not important to place the blame; it is important to find the fault and remedy it, in the interest of the students who may come a cropper through no fault of their own.

Who will claim that we who are teachers teach as well as we can, or even as well as we should? Who will insist that we coach all our students so well that they clear the highest bar they can? And is there on record any argument for school success that does not also assume or imply the importance of achievement based on honest effort in learning and in teaching?—J.C.D.

SCHOOL LAW REVIEW

Teacher Tenure and Retirement

Part III

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

Contract and Tenure

A teacher had been an employee of a school district for thirty-two years. After the passage of the Tenure Act in 1937, the board gave the plaintiff a written contract in conformity with the law. In the blank reserved for the number of months of service, to be included in the annual compensation, the board had inserted the number "twelve". The teacher refused to sign the contract and insisted on a term of service of ten months—the actual length of the school term in that district.

The court held that the position of the teacher was definitely settled by the case of *Malone v. Hayden, et al*, 329 Pa. 213, 235-237, 197, A 344, 357-358. In this case it was held that the board must pay all teachers on the basis of the legal school year of ten months and that teachers were entitled to extra compensation for services during the two summer months. The blank for the length of the term of service in the annual contract form must be filled in with the number of months constituting the regular school session of the district. This was a ten-month period.

Brecht v. Board of Public Education of School District of Philadelphia (Pa.), Pa.; 199 A 152 (May 9, 1938).

Tenure and Economy

Dismissal of a tenure teacher for economy purposes must recognize seniority rights. A teacher taught continuously in the same district from 1920 until the end of the school year 1935-1936, except for the year 1926-1927. In April 1926 she applied to the board for a year's leave of absence, which was granted but not recorded in the minutes of the board. She returned to work at the opening of the school year 1927-1928 and taught continuously until the end of the school year 1935-1936.

In the spring of 1936, the board of trustees determined that the teaching staff of this school must be diminished because of a decrease in attendance, and they notified the teacher that her services would no longer be required. She demanded that she be retained on the ground that she had seniority rights, and presented herself and offered to teach at the opening of the year 1936-1937.

The sole question to be determined by the court was whether the respondent's service was broken by her year's absence. If not, then, since she was the oldest in service and since all teachers in this school were under tenure, she would be entitled to priority.

The court found that the respondent's employment was not terminated by the leave of absence, but continued during the period, although salary was suspended. There was, therefore, no lapse in the period of employment and it follows that she was entitled to seniority rights as a teacher.

Ryan v. Burk et al. Calif. 77 P. (20) 224 (March 15, 1938).

False Reasons

Dismissal of married women teachers for reasons of false claim of economy is illegal. Where a board dismissed married women teachers on tenure in order to provide positions for unmarried women because of economy, such action was declared an illegal removal of teachers on tenure.

The policy of dismissing married teachers to make their positions available for unmarried resident teachers affords no basis for a finding that economy through the reduction of the teaching staff was the motive of the board. The tenure statute cannot be so evaded.

Walker v. Board of Education of School District of Wildwood, Cape May County, N. J. L. 199 A 392 (May 19, 1938).

When Tenure Rights Begin

When a tenure act is effectuated, the teacher's rights begin. A teacher in the public schools of Louisiana brought an action to compel the school board to enter into a contract with him as a teacher in the public schools of his parish for the 1937-1938 term, which began September 6, 1937. He alleged that he had been continuously employed as a teacher since the beginning of the school session of 1933-1934; that on and after July 28, 1936, the date on which the Tenure of Office Act became effective, he was in the employ of the school board as a duly qualified teacher of the parish; that he was a regular and permanent teacher under the provisions of the Tenure Act; that he was advised verbally by the

parish superintendent that he would not be employed for the 1937-1938 school term, and that his employment as a teacher was at an end; that no charges or complaint had been made against him by the school board and no reason given for refusing to continue employing him as a teacher in the parish school.

The school board admitted these allegations and the only question submitted to the court was whether the teacher was a permanent teacher under tenure, in view of the fact that he was employed for the 1936-1937 term on July 16, 1936, twelve days before the Tenure Act went into effect. This act provided a probationary service of three years, and no dismissal except for neglect of duty, incompetency or dishonesty. The Act further provided "that all teachers presently in the employ of any school board . . . who have served satisfactorily for more than three consecutive years . . . shall be permanent teachers."

The court held that under the plain provisions of the Act, the teacher was, on July 28, 1936, when the Act went into effect, a regular and permanent teacher. He therefore could not be dismissed or discharged except after the necessary charges were filed and tried in the manner provided for by the Act.

State ex. rel. Temple v. Vernon Parish School Board. La. 178 So. 176 (January 11, 1938).

Date of Act Important

The date upon which a tenure act takes effect determines teacher's status. A married woman teacher was employed for several years by a school district as a teacher and supervisor of music. She was notified of her dismissal on September 10, 1936, two days after the new school term 1936-1937 had begun, in accordance with the board's policy against employing married women teachers. No cause was stated for her dismissal.

The teacher immediately stopped teaching, but thereafter made demands upon the board for her salary. After the effective date of the Teachers' Tenure Act of April 6, 1937, she made formal request for a new contract in conformity therewith, insisting that since she had begun teaching in the 1936-1937 term, her contract should be regarded as being "in effect", and that she was "employed" on the effective date of the Tenure Act. She was refused a contract.

The court would not adopt her viewpoint, since she had received notice of dismissal and had been dismissed. Her employment as a teacher had ended seven months before the Teachers' Tenure Act was passed. Prior to the Tenure Act, the statute provided for sixty days' notice in case of dismissal.

If she had been wrongfully dismissed, the termination of her teacher's contract would have been unlawful and she would have had a possible right of action for the breach. However, the teacher was not employed at the time the Tenure Act went into effect and therefore did not acquire the tenure status.

McNulty v. School District of Borough of Olyphant et al. Pa. 200 A. 3 (June 17, 1938).

Strict Compliance

Strict compliance with the statute is required for the dismissal of a teacher on tenure. The purpose of the procedure prescribed by the Teachers' Tenure Act for dismissal of a teacher or a professional employee is to prevent arbitrary action by a board of school directors, to afford a fair hearing to a teacher before dismissal, and to provide for full consideration by the board of testimony produced.

The Tenure Act was designed to secure to the citizens a competent and efficient school system by preventing dismissal of capable teachers without just cause and to preserve a system of employment free from interference. Noncompliance with the provisions of the statute makes the action of a board in dismissing a teacher untenable.

In a case where a teacher on tenure was married in May and gave birth to a child in October; and had requested a leave of absence in August, the request being accompanied by a doctor's certificate of her physical condition, the board had no right to dismiss the teacher for immorality. A school teacher whom a board of school directors wishes to dismiss is not obliged, under the tenure statute regulating dismissal proceedings, to prove her innocence or show cause why she should not be dismissed. There must not be any material deviation from the procedural requirements of the statute by the board.

While the agreed facts described the teacher's conduct, prior to her marriage, in some detail, and left no room for doubt that the act of the teacher, which was the subject of complaint, was immoral, nevertheless the court held that the procedure for the dismissal of a professional employee of a school district is established by statute and a board cannot arbitrarily dismiss a teacher without following the proper procedures.

The tenure statute requires that a detailed, written statement of the charges and written notice of the time and place of hearing shall be given by the board before an employee is dismissed by the board. The board reversed the prescribed procedure by dismissing the teacher first and having a hearing thereafter. No statutory support for the board's action could be found.

In re. Swink. Pa. 200 A. 200 (June 29, 1938).

BOOK REVIEWS

PHILIP W. L. COX and ORLIE M. CLEM, *Review Editors*

Reorganizing Secondary Education, prepared by V. T. THAYER, CAROLINE B. ZACHRY, and RUTH KOTINSKY. New York: D. Appleton-Century Company, 1939. 483 pages.

The Commission on the Curriculum of the Progressive Education Association has been engaged since 1932 in a very significant project to establish a philosophical and practical basis for fundamental reform of the secondary-school curriculum. Their project has involved not only the tapping of relatively fresh background areas of social inheritance, psychological and sociological research, and philosophical analyses of social purposes and values, but also experimental work in selected schools, wherein curriculum innovations have been in practice, and curriculum workshops in connection with which cooperative ventures in the development of new units and new instrumentalities of education have been undertaken.

Closely connected with the work of the Curriculum Commission have been other Progressive Education Association Commissions—one on the Re-

lation of School and College, one on Human Relations, one on Evaluations. The Commission itself has used as one approach to its proposed orientation, a thorough-going reconsideration and analysis of our present knowledge of adolescence.

This emphasis is reflected in the valuable report now published. The first two-thirds of the book deals with adolescents and their needs as they affect the character of education that the school for democracy should provide. The rest of the report is entitled "Organization and Administration". It deals with guidance and with staff relationships, curriculum building and evaluations.

This book furnishes an excellent background for curriculum reformers; it apparently makes no pretence of being a manual for curriculum builders. For the practitioner's immediate problems, the Commission would provide help through special reports, of which those on creative writing and science have already appeared; those on art, language, mathematics, social studies, and English (apparently this report deals with literature) are to be published in 1940.

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Measurement, by WILLIAM A. MCCALL. New York: The Macmillan Company, 1939. 539 pages.

Doctor McCall is rather misleading when he states that this present book is a revision of *How to Measure in Education*. It is more than the term revision connotes. Prevision would be a better word to use, because it is truly a pioneering piece of work. Here we see an attempt to broaden the base of measurement to include the out-of-school as well as the in-school educationally significant experiences of children. The idea that teachers should become involved in the practice of measurement and that testing should be an integral part of the learning process and, above all, enjoyable to both pupil and teacher, is certainly worthwhile.

Specifically, attention should be called to Chapter VII, covering some forty-two pages devoted to a comprehensive list of tests and test publishers, the best compilation of its kind to date. Also, Chapters XIV, XV, XVI, which deal with the program of measurement for progressive schools, represent a distinct contribution. Here we see a recognition of the neglected aspects of learning as exemplified by such areas as Living in the Community, Finding Information, Buying and Using Things, Keeping Your Temper, Manners, etc.

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Changing Governments in France, Germany, Italy, Russia, and Denmark, by RYLLIS GOSLIN, revised by ELIZABETH OGG.

Battles Without Bullets: The Story of Economic Warfare, by THOMAS BROCKWAY. New York: The Foreign Policy Association, 1939. Distributed by the Silver-Burdett Company, New York.

These pamphlets are two of the Headline Books of the Foreign Policy Association. Like the others of this series, they are very clearly written, graphically illustrated, simplified without concession to evasion, and with emphasis upon the responsibility of the American citizen to understand the complex problems which characterize modern life. These pamphlets are invaluable for teachers, not only of social studies but of all other meaningful subjects.

Stories, by W. THOMSON and J. SOUBA. New York: Henry Holt and Company, 1939. 96 cents. *Helping Manual*, 80 cents.

Stories is a brightly made book containing thirteen short stories by contemporary authors. The stories are exciting and thought provoking. The book and the helping manual are decidedly useful in high-school work.

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How to Detect and Analyze Propaganda, by CLYDE R. MILLER. New York: The Town Hall, Inc., 1939. 36 pages, 25 cents.

This Town Hall pamphlet contains an address by Doctor Miller. In it he tells the amazing story of his honest part in convicting Eugene V. Debs, of his own later disillusionment, and of his successful efforts to obtain Debs' release. The rest of the pamphlet is interesting and illuminating for the uninitiated, but the opening story should make every honest reader take stock of his own stereotypes and suspect the soundness of his own deeply felt beliefs. For him it is certain to be a splendid investment of a quarter of a dollar, a few minutes of reading, and many hours of emerging awareness.

High-School Biology, by BENEDICT, KNOX and STONE. New York: The Macmillan Company, 1938. 724 pages, \$2.

The striking characteristic of this book is the great number of clear and simple charts which cover all the important phases of biology. The photographs are very well chosen. The practical approach to the study of biology in this book is conventional. There is not too much detailed written material to make it bulky. It is a good reference and can be used in any type of biology course.

HENRY F. ALDERFER

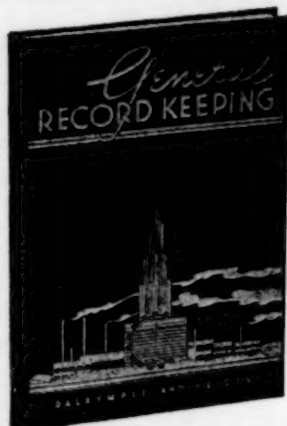
Our Physical World, by ECKELS, SHAVER and HOWARD. Chicago: Benj. H. Sanborn and Co., 1938. 801 pages.

The approach to physical sciences is made in a very practical manner in this book. There is no division into topics, but a continual story unfolded as one reads through the book. The print is legible, the questions interestingly written, and the diagrams well chosen. The suggestions for teachers, including the visual aids, are novel. I would recommend this book highly as a physical-science textbook.

HENRY F. ALDERFER

The Two Eagles of North America, by ELLSWORTH D. LUMLEY. New York: Emergency Conservation Committee. 21 pages, 10 cents.

This pamphlet is the third unit of the Conservation Series, prepared for use in schools, for Boy and Girl Scouts, Camp Fire Girls, CCC's, and other study groups. The eagle almost always arouses a sentimental enthusiasm in whoever sees one, either in flight, stuffed in a museum, or in pictures. His solitary grandeur, his remoteness, his reputed fierceness, his use in our national symbolism—all excite in us mingled admiration, awe, and fear. The author of this pamphlet endeavors to help the reader to know something of what scientists have found out about the bald-headed and the golden eagle. Pic-



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Biology, by MOON and MANN. New York: Henry Holt and Company, 1938. 866 pages, \$2.

This new revision of the Moon and Mann biology is a most complete text. It is divided into units, the pictures and the diagrams are very clear, and each chapter concludes with a vocabulary test. This book is ideal for detailed reference work, but unless the teacher employs it with careful planning, it will be too detailed and lengthy for ordinary classroom work.

HENRY F. ALDERFER

Better Business Letters, by PAUL V. SHEEHAN. Chicago: Benj. H. Sanborn and Co., 1939

This is another acceptable textbook on the art of letter writing.

GEORGE CERVENY

The National Youth Administration, by PALMER O. JOHNSON and OSWALD L. HARVEY. Staff Study No. 13, prepared for the Advisory Committee on Education. Washington: Government Printing Office, 1938. 104 pages, 15 cents.

Recently we have reviewed in THE CLEARING HOUSE several studies of youths under the NYA. The

one here presented is limited to a description of its organization and programs, with some evaluation of its accomplishments. Appendices contain tables of data, types of sponsorships in youth work projects, and a list of types of work activity in which NYA youths have engaged. A perusal of this volume must make Americans proud that so intelligently directed a program has developed in our country.

Coöperation: Principles and Practices, by S. A. COURTIS, E. T. MCSWAIN, NELLIE C. MORRISON, et al. Eleventh Yearbook of the Department of Supervisors and Directors of Instruction, N.E.A., Washington, D.C., 1938. 218 pages.

This eleventh yearbook is a primer of effective democratic living, prepared for teachers, supervisors, and administrative officers. The first two chapters set forth in compelling manner the nature of human coöperation and especially the qualities of democratic coöperation. The next three chapters deal with the school, the child, and the educative process in terms of the coöperative principles; then several chapters apply these concepts to the life and institutional relationships within the school. Part II is devoted to coöperative practices—examples of experimentation in school administration, faculty membership, and classroom situations.

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lowed by examples might be open to question, especially since well over half the volume is devoted to the former. Moreover, the effort of each contributor to set up his definition or conception of coöperation as a basis for his discussion results in irritating repetitions. Part II might well have been greatly expanded into a more representative case-book.

Pick for Your Supper: A Study of Child Labor Among Migrants on the Pacific Coast, by JAMES E. SIDEL. New York: National Child Labor Committee, 1939. 67 pages, 35 cents.

To the great numbers of Americans who have been deeply moved by John Steinbeck's *Grapes of Wrath*, this factual presentation of the migrant children on the Pacific Coast will present convincing documentation of the Joads' tribulations. Photographs permit us to see their faces and their bodies distorted with malnutrition, gastroenteritis, overwork, and loss of sleep. The text presents the facts—the neglect of schooling, the struggle to retain self-respect by keeping off "relief", the resistance by organized employers to all improvements in the lot of the migrants, whether voluntarily undertaken by the workers themselves, by government, or by labor organizations.

The pamphlet closes with four major recommendations: a comprehensive employment and settlement plan; improvements in the status of children within the family pattern; a standard wage sufficient to permit families to maintain themselves decently; the extension of farm labor camps similar to those now provided by the F.S.A.; uniform state residence standards whereby every child must be a resident of some state, and the extension of the Social Security Act to cover agricultural workers.

Building Your Vocabulary, by J. G. GILMARTIN. New York: Prentice-Hall, Inc., 1939. \$1.12.

Building Your Vocabulary is a formal study that apparently overlooks such concerns as student needs and states of readiness. GEORGE CERVENY

Philanthropic Foundations and Higher Education, by ERNEST VICTOR HOLLIS, Ph.D. New York: Columbia University Press, 1938.

This is a most comprehensive and thorough treatise of a social institution of great significance in American education. It treats the foundations from the points of view of their educational and social philosophy, their contributions to higher education, their methods of administration and procedure, and their research activities.

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When the writer gets into the concrete and documentary phases of his subject, the book is so far from being a dry doctoral dissertation that, *mirabile dictu*, it is actually entertaining.

Education as a profession gets some rather salty phrases. See, for example, page 228 where he refers to "the far-flung and amorphous nature of the profession of education" which "necessarily sprawls itself over the entire field of learning"—"necessarily" because, as he points out, "the profession of education deals with the teaching or the educational applications of practically all the arts and sciences."

In this connection, an interesting discrepancy is pointed out in the fact that the grants made by foundations for research bearing upon educational methods and processes have not gone, for the most part, to schools of education, as professional schools, but to other groups or agencies. Note in this connection the statement on page 232 that "the chief re-

cipients of some four million dollars of support grants to 'professional middlemen' have been the American Council on Education, National Research Council, Social Science Research Council, American Council of Learned Societies, Institute of International Education, etc., etc."

From this it might seem that schools of education have been asleep, administratively speaking. With all of their emphasis upon research in training Ph.D.'s, it would seem that they should be capable of using some of these funds for conducting research of a more practical and constructive type. Why should not Schools of Education furnish at least part of the leadership in this field?

J. O. CREAGER

The Second Hurricane, by AARON COPLAND and EDWIN DENBY. Boston, Massachusetts: Birchard, 1938.

In evaluating the play opera "The Second Hurricane", by Aaron Copland and Edwin Denby, we must necessarily take into consideration its experimental character. Musically, one will not find the set arias or pieces which are usual operetta fare; nor will one find that its dramatic action even approximates the old romantic ideas which were so impossibly incredulous and unacceptable in the outmoded music plays done year after year in many schools. Indeed, the music, libretto, and staging are so anachro-



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THE WORLD WAR. Frances Fitzgerald. 18p. pa. 35c.

POETRY FOR HIGH SCHOOLS. Amelia H. Munson. 62p. pa. 1938. 35c.

NEW YORK CITY—YESTERDAY, TODAY AND TOMORROW. M. F. Brady and H. S. Carpenter. 26p. pa. 1939. 35c.

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nistically juxtaposed that it is a delight to commend it to school supervisors looking for a play with music plus a libretto which is topical in its message of social import.

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GIOVANNI CAMAJANI

City Manager Government in San Diego, by H. A. STONE, D. K. PRICE, and K. H. STONE. Chicago: Public Administration Service, 1939. 72 pages, 50 cents.

This pamphlet is one of a series presenting case studies of individual cities that operate under city manager plans. Other cities for which reports of studies have been made are Janesville, Wis.; Fredericksburg, Va.; Charlotte, N.C.; and Lynchburg, Va. With some 470 American cities under city managers, an honest appraisal of results in carefully selected typical municipalities as compared with those of their preceding forms of government should be of great value to alert civics teachers and to active conscientious citizens.

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Scholastic, Economic, and Social Backgrounds of Unemployed Youths, by W. F. DEARBORN and J. M. W. ROTHNEY. Cambridge: Harvard University Press, 1938.

Unless we have another period of mad speculative "prosperity", either peace-born or war-born, the conditions which result in the unemployment of youths are probably permanent. Perhaps we may develop sufficient social intelligence and ingenuity to employ the vigor of youth constructively despite the advance of technology, without embracing fascism, through some wholesale expansion or exten-

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sion of the Civilian Conservation Corps program. As yet, however, we have few concrete proposals for any constructive measures. Chiefly, we mark time hoping that somehow the problem will solve itself.

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Only four significant differences were ascertained, and these seem to the reviewer not to be of fundamental importance: Youths of Italian origin were unemployed or irregularly employed disproportionately more frequently than those of Northern European ancestry; regularly employed youths use public employment agencies more generally than the others; regularly employed youths had probably worked for wages while in school more frequently than the others; employed youths had had slightly more training than the others.

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desire employment; they are as capable as those who are employed; they look back on their school experiences favorably, though their desires for further education do not conform to what they liked best or think was most valuable in their scholastic experiences; they have faith in hard work to improve their fortunes; they favor social legislation, including the regulation of business by the present taxation policies of government (though the statements on pp. 134-35 seem not to conform to the question asked on p. 133).

Because of the disinterested sponsorship and execution of this survey, its conclusions should receive wide publicity in order that the American people may deal vigorously and intelligently with a vitally important problem.

Laboratory Techniques of Teaching, by the Members of Education 335-336, M, 1937-38, with an Introduction by Thomas H. Briggs. New York: Teachers College, Columbia University, Bureau of Publications, 1938. 81 pages, 90 cents.

That more educators need training in how to translate the results of research into practical programs for procedure than in how to carry on scientific experiments themselves has been cogently argued by Dr. Briggs for many years. In his ad-

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The authors of the six sections of this report seem not clearly to differentiate between these two procedures with their quite distinctive emphases. As a result of this seeming failure, there are aspects of Section II by Dodd, Section III by Krum, Olson, and Patrick, and Section IV by Baker that should have been, and perhaps were, sharply challenged by the other members of the course.

Whatever the shortcomings, the publication of the results of this class adventure in its own laboratory technique is most welcome. May it serve to improve college educational procedures.

Trends of Professional Opportunities in the Liberal Arts Colleges, by MERLE KUDER, New York: Teachers College, Columbia University, Contributions to Education, 1937. 102 pages.

With the great increase of graduate school specialists, with or without Ph.D's, S.D's and A.M's, the state of the current and potential market for scholarship and technical training becomes very important. "Those who can't, teach" is a half-truth of significance in the case of the scholar who, by necessity or choice, desires to earn a living.

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SCHOOL NEWS DIGEST

(Continued from page 176)

Board of Education. As high-school teachers in this city get \$4,500 a year, it is held that the Board is justified in setting high standards. All incapable teachers are being weeded out. "I feel that the children are now getting a break," said Dr. Emil Altman, chief medical examiner.

Changes in methods of high-school training for retail store jobs were recommended by the Personnel Group of the National Retail Dry Goods Association (members are department-store executives) following a survey of opinions of leaders in the retail personnel field. Stores are in sympathy with high-school specialized training of prospective employees, but object to (1) methods of selecting students, (2) qualifications of teachers, and (3) the content of the courses. (And what have you left?) Among recom-

mendations are: (1) That courses in salesmanship be dropped, as that can be taught better on the job, (2) that each teacher should have at least two years' store employment of a specified varied character as a prerequisite, and four weeks of supervised store experience yearly thereafter.

Bills to establish 16 years as the minimum age for work during school hours were introduced in ten states during the 1939 legislative sessions, but in only two, Massachusetts and West Virginia, were they enacted into law. The eight states in which efforts to raise general standards met with defeat were: California, Florida, Georgia, Illinois, Maryland, Michigan, Tennessee and New Jersey. The Legislature of New Jersey is still in session, but there appears to be little likelihood that the proposed legislation will receive favorable consideration before adjournment.—*The American Child*.

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